

CRANFIELD UNIVERSITY

P FLOWERS

ENTERPRISE2.0: THE NEW ORGANISATIONAL DEMOCRACY?

SCHOOL OF MANAGEMENT

MSc by Research THESIS

THIS PAGE LEFT INTENTIONALLY BLANK

CRANFIELD UNIVERSITY

SCHOOL OF MANAGEMENT

MSc by research THESIS

Academic Year 2007-2009

P FLOWERS

ENTERPRISE2.0: THE NEW ORGANISATIONAL DEMOCRACY?

Supervisor: Dr D Denyer

March 2010

THIS PAGE LEFT INTENTIONALLY BLANK

Abstract

Organisations have increasingly turned to new technologies to facilitate discussion, aid decision-making, increase participation and engagement, and to share information and views. Recently, collaborative web-based technologies, known as Enterprise2.0 or social media, have been deployed into the workplace, and some organisations have moved beyond simple experimentation. Considered an extension as the consumer-led Web2.0 phenomena, Enterprise2.0 placed great emphasis on social interaction, ease of use and network effects. Whilst practitioners have actively discussed the issues associated with Enterprise2.0, little academic work has explored the use of these technologies to aid participation and engagement or enquired into how Enterprise2.0 is experienced by those in the organisation. This study took an interpretivist case study approach to investigate a rare and revelatory example of large scale organisational adoption of Enterprise2.0, and used the academic lens of organisational democracy, and the associated fields of organisational politics and power to help explain the case. Three embedded units of analysis were considered, each of which had varying levels of both employee engagement and Enterprise2.0 adoption. The study sought to understand to what degree the technology allowed more conversation between leaders and workers, and considered the experience of the different actors within the organisation regarding the drivers, uses, benefits or barriers they perceived. The study found that the use of technology resulted in a largely one-way conversation, that both leaders and workers politicised the interventions, and used power and control to restrict or inhibit discussion and debate. The findings suggested the interventions shared parallels with studies into organisational democracy, and were affected by similar contextual factors. These aspects are described, and the study proposes a model for overcoming the tensions that were found to exist, calling upon wider literature to explain the underlying mechanisms that might be at play, and resulting in a proposed agenda for future research.

THIS PAGE LEFT INTENTIONALLY BLANK

For Mum, Dad and Jon....

In memory of Sophie...

You went too soon...

THIS PAGE LEFT INTENTIONALLY BLANK

Table of Contents

1. INTRODUCTION	1
1.1 Stimulus for study – the problem under investigation	1
1.2 The central question	2
1.3 Background to the study	3
1.3.1 The advent and rise of the internet.....	3
1.3.2 Web2.0 as the catalyst for evolution.....	5
1.3.3 Enterprise adoption of Web2.0	7
1.3.4 The promise and the challenge of Enterprise2.0.....	10
1.4 Approach to study	14
2. SCOPING STUDY	17
2.1 Mapping the field	17
2.2 Review questions	19
2.3 Method	20
2.4 Findings.....	20
2.4.1 Organisational democracy	20
2.4.2 Organisational politics	24
2.4.3 Power	25
2.5 Designing the systematic literature review	27
3. SYSTEMATIC LITERATURE REVIEW.....	29
3.1 Review questions	29
3.2 Method and approach.....	31
3.3 Descriptive data	34
3.4 Detailed findings from systematic literature review	36
3.4.1 Models of organisational democracy	36
3.4.2 Emergent themes.....	46
3.4.3 Relationship between Enterprise2.0 and organisational democracy.....	56
3.5 Utilising findings from the systematic literature review.....	59
3.5.1 Research questions.....	60
4. METHOD	65
4.1 Research Philosophy	65
4.1.1 Ontology, epistemology and axiology	65
4.1.2 Research paradigms	66
4.1.3 Approach for this study.....	67
4.2 Research design	69
4.2.1 Case Selection	70
4.2.2 Selecting the Units of Analysis.....	71
4.2.3 Sample selection	72
4.2.4 Interview protocol	73
4.2.5 Strategy for coding and analysis	75
4.2.6 Collation of case data.....	77
4.2.7 Elimination of bias	79
5. FINDINGS.....	81
5.1 The case study	81
5.1.1 Factors pertinent to the selection of the case	83

5.1.2 Organisation structure and units of analysis	85
5.1.3 Enterprise2.0 adoption	86
5.2 Study Findings	92
5.2.1 Descriptive Data.....	92
5.2.2 Development of the coding model	92
5.2.3 Detailed Findings	93
6. DISCUSSION	111
6.1 Discussion of findings.....	111
6.2 Addressing the research questions	115
6.3 Development of propositions	123
6.4 Consequences for practice and academia	126
6.4.1 Consequences for practice	126
6.4.2 Consequences for academia.....	128
6.5 Limitations	129
6.6 Recommendations for further research	133
7. CONCLUSION	137
7.1 Summary	137
8. PERSONAL REFLECTION.....	141
8.1 My Journey	141
8.2 How I feel	144
8.3 Favourite Quotes	147
8.4 Acknowledgements.....	148
REFERENCES.....	151
APPENDIX A – SEARCH STRATEGY.....	161
APPENDIX B – INCLUSION AND EXCLUSION CRITERIA	163
APPENDIX C – QUALITY APPRAISAL CRITERIA	165
APPENDIX D – DATA EXTRACTION AND SYNTHESIS TEMPLATE.....	167
APPENDIX E – FULL LIST OF STUDIES INCLUDED IN SYSTEMATIC LITERATURE REVIEW	171
APPENDIX F – DESCRIPTIVE DATA TABLES	177
APPENDIX G – SYSTEMATIC LITERATURE REVIEW SUMMARY FINDINGS AND RELEVANCE TO ONGOING STUDY	181
APPENDIX H – INTERVIEW PROTOCOL.....	187
APPENDIX I – INTERVIEW PROTOCOL – SUPPORTING MATERIALS.....	191
APPENDIX J – DEVELOPMENT OF PRELIMINARY CODING FRAMEWORK	193
APPENDIX K – PERSONAL STATEMENT	195
APPENDIX L – NVIVO CODING MODEL.....	197
APPENDIX M – CODING MODEL DESCRIPTION	199
APPENDIX N – DRIVERS – FURTHER ANALYSIS.....	201
APPENDIX O – USES – FURTHER ANALYSIS.....	203
APPENDIX P – THE ENTERPRISE2.0 EXPERIENCE – FURTHER ANALYSIS.....	205
APPENDIX Q – EVALUATION – FURTHER ANALYSIS	215
APPENDIX R – NATURE OF ENGAGEMENT – FURTHER ANALYSIS.....	217
APPENDIX S – BENEFICIARY – FURTHER ANALYSIS.....	221
APPENDIX T – POLITICISATION – FURTHER ANALYSIS	223
APPENDIX U – RELATING FINDINGS TO LITERATURE	235

Table of Figures

Figure 2.1 - Field Mapping	18
Figure 3.1 - Stages of Systematic Literature Review	31
Figure 3.2 - Database Search Options	32
Figure 3.3 - Gross and Net Yield by Stage.....	34
Figure 3.4 - Methodological Approaches	35
Figure 4.1 - Primary Research Paradigms	67
Figure 4.2 - Key aspects of the study	68
Figure 4.3 - Comparison of business unit characteristics.....	72
Figure 4.4 - Pettigrew and Whipp - Dimensions of Strategic Change	78
Figure 5.1 - Company Timeline	82
Figure 5.2 - Share Price Performance.....	83
Figure 5.3 - Research and Development spend.....	84
Figure 5.4 - Organisation Structure and embedded units of analysis	85
Figure 5.5 - Interview Sample.....	92
Figure 5.6 - Coding Model Overview.....	93
Figure 5.7 - Evidence for Topics / Themes - Drivers	94
Figure 5.8 - Evidence for Topics / Themes - Uses	95
Figure 5.9 - Evidence for Topics / Themes - The Enterprise2.0 Experience / Evaluation ...	96
Figure 5.10 - Nature of Engagement.....	98
Figure 5.11 - Beneficiary	99
Figure 5.12 - Evidence for the contextual conditions - External - Financial Crisis.....	100
Figure 5.13 - Evidence for the contextual conditions - Internal - Safe To Speak Up.....	101
Figure 5.14 - Evidence for the contextual conditions - Internal - Community.....	102
Figure 5.15 - Evidence for the contextual conditions - Internal - Demographic.....	103
Figure 5.16 - Evidence for the contextual conditions - Internal - Culture.....	104
Figure 5.17 - Evidence for contextual conditions - Actors - Leaders.....	105
Figure 5.18 - Evidence for the contextual conditions - Actors - Middle-managers	106
Figure 5.19 - Evidence for the contextual conditions - Actors - Workers	107
Figure 5.20 - Evidence of the contextual conditions - Actors - Union	108
Figure 5.21 - Evidence for Topics / Themes - Politicisation - By Workers.....	109
Figure 5.22 - Evidence for Topics / Themes - Politicisation - By Leaders	110
Figure 6.1 - A proposed model for using Enterprise2.0 as a mechanism to create meaningful conversation between leaders and workers	113
Figure 6.2 - Arnsteins ladder of participation.....	122
Figure 6.3 - Proposition relating to Research Question # 1	123
Figure 6.4 - Propositions relating to Research Question # 2	124
Figure 6.5 - Propositions relating to Research Question # 3	124
Figure 6.6 - Propositions relating to Research Question # 4	125
Figure 7.1 - Extent of Contribution.....	138

THIS PAGE LEFT INTENTIONALLY BLANK

1. INTRODUCTION

This chapter will outline the stimulus for study, describe the central question that this study addresses, explain the environmental context, and explain the guiding concepts and methods that are adopted to complete the enquiry. This chapter will also explain the format and structure of the thesis.

1.1 *Stimulus for study – the problem under investigation*

Since the relationship between leaders and workers can often feel distant within an organisation, organisations have increasingly turned to new technologies to facilitate discussion, aid decision-making, increase participation and engagement, and to share information and views. There has been increased interest in the use of new social software technologies, termed Enterprise2.0 (Economist Intelligence Unit, 2007) to enhance the relationship between leaders and workers. As well as providing business opportunities, it is suggested that such technologies can create a '*network effect*' (O'Reilly, 2005) within the organisation, fostering the exchange of ideas, collaboration and participative decision-making within the organisation (Gregory, 2007). Corporate organisations have begun to experiment with this emergent socially-oriented, collaborative, web-based technology as a means to engage leaders and workers, to address the perceived disconnect, and to address the perceived need to engage in conversation (e.g. van Harmelen, 2007) and some organisations have moved beyond experimentation into large-scale adoption of these technologies (e.g. Bradshaw, 2007).

Whilst commentators have argued that the emergent Enterprise2.0 technology is a way of enhancing engagement, participation and collaboration, they have also voiced concerns over the perceived difficulties with implementation that extend far beyond technology and which include issues such as leadership style and culture (e.g. Hodgkinson, 2007a, 2007b) and these aspects have

been richly debated within the practitioner literature. Experience within the researchers own organisation suggested that there was a degree of uncertainty as to how best to embrace and use the tools with questions such as *‘what should management do to encourage people to use these new tools and to ensure that they are successfully adopted?’* and *‘what management activities should be taken in parallel to implementation to ensure successful engagement through the toolset?’* being asked by those in the organisation but remaining unanswered despite extensive adoption of the technology.

Despite the discussion within the practitioner domain, and the increased strategic interest in the use of Enterprise2.0 as a means to aid participation and engagement, there has been very little academic investigation into these aspects, or into what the Enterprise2.0 experience feels like to those in the organisation. The study sought to address this.

1.2 The central question

At its heart, this study sought to understand what were the drivers, benefits and tensions associated with the implementation, adoption and use of Enterprise2.0 and how did the organisational actors experience Enterprise2.0. Questions such as *‘does Enterprise2.0 enhance participation and engagement through the creation of more conversations?’* were considered, along with an attempt to understand what tensions, barriers or challenges were observed within a large-scale implementation of the technology. Given the continued (and increased) practitioner interest in the adoption of Enterprise2.0 technology to foster more conversation between leaders and workers, and the interest from the author and their employer on how best to exploit these new technologies, these questions appear to be relevant and valid. It is also an area that appeared to be largely un-researched from an academic perspective. The next section will therefore provide further context and background to the study.

1.3 Background to the study

Since its emergence in the 1990's (Sibbet, 1997), the internet has become increasingly pervasive. As usage grew, so did the change in use. Increasingly, users have used the internet as a social tool, creating a cyber-reality that reflected real-life relationships, and allowed individuals to find other, new connections with people across the globe (Smith, 2007a). In 2009, it was reported that the average person had 13 friends whom they had first met online (Schott, 2009a, p.202). Through these networks, we have collaborated, to create, share, and access information and knowledge. At their heart, sites such as Wikipedia, Facebook, and Second Life have relied on the phenomenon described as '*Web2.0*'. Through simplified interfaces, mass global accessibility and adoption, and changing economic and social trends, Web2.0 has been characterised by user participation, openness and network effects (O'Reilly, 2005). Many have predicted that the changes seen in the consumer realm were likely to transfer to enterprise organisations, albeit it with some adaptation (e.g. Smith, 2007a; Harris, 2007). Web2.0 has been seen by practitioners as having relevance and benefit in business, and many have described the opportunity and potential afforded by such technology as truly transformational, but with implications that extend far beyond technology (Gartner, 2007). The adoption of Web2.0 in a business context was termed '*Enterprise2.0*' in 2006 (McAfee, 2006), and since then, businesses have begun to experiment, and some have moved to large-scale adoption of the technology. This section will briefly position the evolution of the internet to Web2.0 and Enterprise2.0, provide definition for these terms and describe the background to the issue under investigation.

1.3.1 The advent and rise of the internet

Since mainstream introduction of personal computers in the late 1970's and the internet in the 1990's (Sibbet, 1997, p.8-10), the pace and scale of internet adoption has been seen to grow phenomenally. It was forecast that 1.5 billion people would be online in 2008 (Franklyn, 2007, p.124).

As well as the growth in usage, the way in which people have used the internet has also changed. By March 2005, UK visits to eBay and Amazon far outstripped those to the websites of traditional brands such as Tesco and John Lewis (Schott, 2005, p.189). Research conducted in January 2006 identified the most popular internet usage by age group. People under 20 were most attracted to social '*member communities*'; those in their 20's were attracted to mainstream online shopping sites; those in their 30's visited sites concerning finance; and 40-50 year olds used a diverse range of services (Schott, 2006, p.195).

The advent of global internet brands with the potential to significantly disrupt traditional business models resulted in the creation of massive businesses, for example, in June 2005, 10 months after floating on the NYSE, Google became the world's largest media company (Schott, 2005, p.186).

In deals valued at hundreds of millions of dollars, popular social networking sites have been targets for large-scale acquisition. News Corporation acquired MySpace in 2005 and Google acquired YouTube in 2006. Facebook has also been the subject of takeover speculation (Walmsley, 2006, p.13). Globally, MySpace had over 200 million users (Parkyn, 2007, p.16) and Facebook had grown from around 50 million (Webb, 2007) to 350 million users. YouTube received around 65,000 video uploads a day, and has been used by 72 million people a month (Walmsley, 2007).

This user base has continued to grow - in 2006, 70% of the UK's online population used social networking sites (Shah, 2006, p.11) and recent research suggested that this figure had increased to 78% (Parkyn, 2007, p.3). The demographic shift in the user base has also been significant – it was found that 50% of Facebook users had left college (Shipman, 2007, p.33), 40% of UK MySpace users were over 35 (Shah, 2006, p.11), and 1 in 5 16-24 year olds had a website or blog (Kurs, 2006, p.8). Michael Birch, creator of

Bebo observed that “...teenagers tend to be early adopters of new technology but, as usage spreads, audiences become much older...there’s a real utility to it, like phones and text messaging...Social-networking sites have replaced email for many people” (Shah, 2006, p.11).

In summary, this section describes not only how internet usage has grown since its initial adoption, but also the changing business models and the ways in which people’s use of the internet is changing. The next section will look at how emerging technologies have aided this transition.

1.3.2 Web2.0 as the catalyst for evolution

Whilst access to enabling technology has invariably driven internet growth, the change in usage patterns and behaviours requires further explanation.

Whereas the internet may have initially been seen as a repository of information accessed by users, it increasingly became a place where information was directly created by users.

Branded as ‘Web2.0’, this emerging phenomena was ascribed many definitions. These included – ‘the ability to share and connect with other users’ (Walmsley, 2006, p.13), the ‘participatory web’ (Schott, 2007, p.198), ‘social media’ (Gregory, 2007), ‘the architecture of participation...harnessing collective intelligence’ (O’Reilly, 2005), as the ‘writable web’ and ‘a decent vehicle for capturing or pointing to knowledge – perhaps offering a way to realise the...unfulfilled, promise of knowledge management systems’ (Hodgkinson, 2007a, p.4). According to some, Web2.0 had replaced ‘the authoritative heft of traditional institutions with the surging wisdom of crowds’ (Schott, 2007, p.198).

The term Web2.0 has been traced to an O’Reilly Media conference in 2004 (Wikipedia Contributors, 2007a) and was used to describe the next generation of the internet. It has since been hotly debated, and some questioned whether the newly heralded functionality was ‘new’ at all. Tim Berners-Lee,

credited by many as having created the internet as we know it, described the term Web2.0 as “*jargon*”, and argued that blogs and wikis are “*what the web was supposed to be all along*” (Wikipedia contributors, 2007a). O’Reilly himself (O’Reilly, 2005) created a comparative list to demonstrate the essence of the Web2.0 phenomena and the nature of the change he was describing. ‘*Britannica Online*’ became ‘*Wikipedia*’, ‘*personal websites*’ evolved to ‘*blogging*’, ‘*publishing*’ became ‘*participation*’, and ‘*content management systems*’ became ‘*wikis*’. Along with social networking, there has been an explosion in the use of wikis and blogs.

A blog is a diary or journal based web site, built and updated using simple tools. It was reported that 120,000 blogs were created each day in 2007 (Schott, 2008a, p.140) and reports in 2009 found that the average blogger was male, aged 25-34, had a university degree and a higher than average salary (Schott, 2009b, p.140). A wiki, often seen as an extension of the blogging concept, has been described as ‘*a website or similar online resource which allows users to add and edit content collectively*’ (Scrutiny of Acts and Regulations Committee, 2005).

Wikipedia (<http://en.wikipedia.org>) may be seen as one of the most prominent sites that demonstrates the essence of Web2.0 and the use of wikis. This free online encyclopaedia invited its users to contribute knowledge to its ever growing resource, which stood at 2 million articles (Parkyn, 2007, p.7) and was over ten times the size of the Encyclopaedia Britannica (Sawyer, 2007, p.205). Some have pointed out the risks of relying on community-driven data-sources such as Wikipedia when compared to publications such as Britannica, which have been stringently researched and verified, however, this view was strongly contested in 2005, when Nature used a peer review process to compare the two sources, and concluded that, for science topics at least, the quality of information was about equal. Nature also highlighted that errors could be immediately corrected for Wikipedia entries, something not possible with Britannica (Mader, 2008, p.27-28).

Contemporary social networking sites have allowed their users to share their work with others, allowed friends to connect their pages, leave comments and see when friends are online. This ability to participate has differentiated these services from their predecessors, and has driven their growth. Web2.0 seems to have overcome the early hype and matured, for example in the use of Twitter during election campaigns (Granfield, 2009), or the way in which citizen journalism came to the fore during the troubles observed at the time of the Iranian election (BBC Contributors, 2009). On June 10th 2009, the Global Language Monitor formally announced Web2.0 as the 1,000,000th word to join the English language (Global Language Monitor, 2009). In other developments, government departments have been provided with advice on how to use these emergent technologies and it has been proposed that Twitter should be nominated for a Nobel peace prize (Khan, 2009).

The maturing Web2.0 phenomena, which collectively describes a ‘*new wave*’ of self-service, web-based tools that simplify user interfaces and interactions, and encourage communication, contribution, collaboration, participation and social networking has much to offer businesses for their own internal use, and there have been signs of adoption that move beyond simple experimentation.

1.3.3 Enterprise adoption of Web2.0

In May 2004, Sun Microsystems established a blogging policy that encouraged employees, partners, customers, analysts and other interested parties to comment on Sun and its products. The aim was to improve communications with the wider IT community and to seek genuine feedback. For Sun Microsystems, “*blogging has become an essential business tool*”. Other surveys also revealed that whilst few organisations were using blogging technology, almost half predicted that the future of corporate communications would move online (Gordon, 2006, p.33). More recently, Oracle initiated 4 major Web2.0 projects - both internal and customer-facing – and results were

found to be positive (Bradshaw, 2007). Others, such as Wells Fargo have also been actively experimenting with the technology in a bid to connect employees and customers (Hoover, 2007, p.25).

Gartner, the research and consulting firm predicted that Web2.0 Technology would be embedded in the workplace within 2 to 5 years (Gartner, 2007, p.7). Whilst others such as Mitchell (2007) were cautious, most have seen these toolsets as transformational and appeared to expect genuine business value to be derived from their use. Gartner has advised businesses to respond, through experimental use of the tools, and treating them as they would more established technologies such as e-learning suites and knowledge management.

Others have gone further. In their book, *Wikinomics – How Mass Collaboration Changes Everything*, Tapscott and Williams (2007, p.34-64) suggested that a '*perfect storm*', whereby technology, demographics and global economies were rapidly converging meant that companies who did not embrace a production model based upon community, collaboration and self-organisation would die.

The term '*Enterprise2.0*' first appeared in an MIT Sloan Management Review article and was used to label '*those platforms that companies can (use) to make visible the practices and outputs of their knowledge workers*' (McAfee, 2006, p.23). The term has become increasingly prominent in practitioner literature, and has been used as an umbrella term to describe any internal business adoption of Web2.0-like applications or concepts. Examples of enterprise wikis, blogs, social networking, virtual worlds, Wikipedia-like knowledge bases, and eBay-like supply chains have all been recorded. As with Web2.0, Enterprise2.0 placed great emphasis on social interactions and collaborative goals and in common with Web2.0 has also sometimes been referred to as '*social media*', which Gregory (2007, p.3) described as '*the*

online technologies and practices that people use to share opinions, insights, experiences and perspectives with each other’.

Despite the practitioner focus on Enterprise2.0, its definition has remained elusive. In order to provide some further definition of the phenomena, illustrative examples, identified during this research, are included here. Examples of interventions identified included the introduction of the blog in Sun Microsystems as a vehicle to engage employees, customers, partners, analysts and others in product discussions (Gordon, 2006, p.34), Oracle Connect, a social networking tool that allowed employees to create profiles and be rated by their colleagues using ‘*kudos*’ points (Bradshaw, 2007, p.1), the creation of ‘*Innocentive*’ by Eli Lilly that provided an eBay-style interface to connect research and development departments of large firms to a global network of innovators (Tapscott and Williams, 2007, p.97), the establishment of ‘*Linkpedia*’, an internal version of Wikipedia, created by Linklaters that allowed employees to organise and share knowledge (The Lawyer Contributors, 2007), a virtual Second Life pavilion, created by AMD where current and previous employees could meet, network, attend lectures and training courses or visit the exhibition hall (Libert and Spector, 2008, p.31), the British National Physical Laboratory-sponsored creation of an avatar-based ‘*Nanotechnology Island*’ that facilitated scientific discussions and meetings (Humphrys, 2008, p.41), the creation of the executive Blog, ‘*FastLane*’, at General Motors (Economist Intelligence Unit, 2007, p.3), social jam sessions used by Pfizer to tap into the ‘*collective wisdom*’ of the organisation (Koplowitz, 2009, p.5) and examples where firms such as Royal Bank of Scotland, KPMG, and Wells Fargo have held recruitment fairs on Second Life (Parry, 2008, p.12; Hoover, 2007, p.25).

In January 2007, 406 senior global executives were polled regarding the impact of Web2.0 on their businesses. The survey found that 35% of ‘*C-level*’ executives saw Web2.0 as transformative, and with respect to the use of the web as a platform for sharing and collaboration, 49% responded that the area

of the business that would feel the greatest impact was *'the way employees interact with each other and the company'* (Economist Intelligence Unit, 2007, p.14). Other surveys also revealed that whilst few organisations were using blogging technology, almost half predicted that the future of corporate communications would move online (Gordon, 2006, p.33). These results appear to remain consistent over time, since more recently, a survey found that 49% of respondents were using Web2.0 tools within the organisation for *'corporate communications'* (Koplowitz, 2009, p.3).

This section has described and defined the emergent, but growing Enterprise2.0 phenomena, whose ancestry and heritage lies in the consumer phenomena Web2.0, relating specifically to the use of Web2.0-like tools within the enterprise that can contribute to distributed leadership, enhance democratic decision-making, give a voice to the many and enable *'open participation'* and *'conversations'* between organisational constituencies (Gartner, 2007, p.25, p.31).

1.3.4 The promise and the challenge of Enterprise2.0

Whilst practitioners have heralded Enterprise2.0 with great promise, seen it as potentially transformative, and had high expectations of the technology and the benefits that may be realised, most also foresaw challenges that went far beyond the traditional issues associated with technology implementation. Practitioners anticipated that problems would arise as a result of challenges to existing and established cultural and leadership norms created as a result of the drive to a more open, more democratic organisation. O'Reilly described Web2.0 as *'a set of economic, social and technology trends...a more mature, distinctive medium characterised by user participation, openness and network effects'* (O'Reilly, 2005) and it was this openness, afforded through mass adoption and participation, an *'architecture of participation'* (Bradley, 2007, p.4), that could potentially challenge organisational and cultural norms regarding power and control, and present significant challenges to the traditionally perceived role of leader. Hodgkinson (2007a, 2007b) suggested

that organisations should ask themselves whether they were truly ready to collaborate, create and exploit knowledge and whether existing social interactions were open or closed. Hodgkinson also proposed that Web2.0 would mean an inevitable loss of control in an enterprise environment, and recognised that the cultural aspects, particularly those regarding hierarchy, power and politics were very different to the peerless, self-managing communities observed in the consumer domain. Although the technology was seen to provide an opportunity to build identity, meaning and trust, he questioned whether organisations had the critical mass of users that could spark and subsequently sustain interaction, and suggested that not everyone would be prepared, or able, to participate - a key factor in the drive to create a truly collaborative environment. Tapscott and Williams (2007, p.276) also recognised that Web2.0, with its sense of openness, democratisation and the ceding of control to the organisation at large, would all present challenges to the established cultural and leadership norms, and they asked whether the minds of leaders were truly '*wired*' for Wikinomics.

Mitchell (2007) believed the change should be managed using different approaches and that through addressing the psychological and social aspects, organisations could truly unlock the benefits of community and collaboration. In order to address the more prominent cultural aspects, Hodgkinson (2007a, 2007b) suggested that leaders would need to provide a facilitative and moderating environment to secure success, and suggested that leaders should '*let go*' of their traditional tight controls, and work to foster collaborative use of the new platforms. He used the metaphor of the '*gardener*' to explain how leaders would need to tame, landscape, cultivate and tend Web2.0 adoption in the enterprise, a view mirrored by McAfee (2006) who suggested that leaders must first encourage and stimulate use, then refrain from intervening too often or with too heavy a hand, and going on to suggest that if leaders were too lightly engaged at first or too heavily controlling later on, then the promise of Enterprise2.0 would fail to be realised. Bradley (2007, p.4) writing for Gartner again emphasised the importance of leadership and

leadership behaviours, which were seen as key enablers for success and advised organisations to *'err on the side of too much liberty (since) users must feel comfortable knowing that they can participate without fear of reprisal'* and suggested that too much control was incompatible with the Web2.0 ethos and that leaders must nurture participation and actively participate. In other Gartner papers, Raskino (2007, p.7) cautioned that *'the benefits of Enterprise 2.0 will come only from considerable change to existing sources of power, authority and control'*.

Even McAfee's original paper, which used the European investment bank Dresdner Kleinwort Wasserstein as an emergent case study recognised the *'delicate'* role that leaders had to play, and McAfee hypothesised that whilst managers may voice support, they may seek to instigate controls, and relating this to the way in which corporate empowerment initiatives were often seen to fail or disappoint. He questioned whether managers would silence dissent, and asked how they would feel about the apparent loss of control and whether managers and leaders would exert pressure (subtle or not) to close down the online content. One of the key informants in McAfee's study was cited as saying *"I'm not sure wikis would work in a company that didn't already have 360-degree performance reviews"* (p.26). McAfee went on to observe that because of the challenges Enterprise2.0 presented, there would be *'significant differences in companies' abilities to exploit them'* and that *'because of the opportunities the technologies bring, these differences will matter a great deal'* (p.28). More recently, Armano (2009a) described a number of challenges he felt social media would bring to business, including whether the culture was open or closed, and highlighting that HR should consider training their people in the use of social technologies. In another article Armano (2009b) saw a *'culture shock'* to the organisation as one of the key challenges, highlighting that the technology was *'highly disruptive'* since *'everyday employees'* could become as empowered as consumers in the Web2.0 domain, and that organisations *'structured upon decades of tradition, hierarchy, middle management'* would be challenged.

Others (Koblowitz, 2009, p.6-7) have suggested that organisations should not even start to adopt social networking technology unless there is executive support, explaining that '*social networking breaks a lot of existing rules*' and that for some, the initial reaction will be to '*shut this down*'.

As a further predictor to the potential problems of using Web2.0-like technology within the workplace, organisations might also look to events within the consumer domain, where studies have found that between 10% and 15% of the most prolific users produce between 30% and 90% of the content (Heil and Piskorski, 2009), or where it has been reported that Wikipedia lost 49,000 editors in the first 3 months of 2009, at least in part as a result of new controls the site had introduced (Cellan-Jones, 2009).

This section has highlighted the importance placed on leaders and leadership behaviours when attempting to implement Enterprise2.0, the ethos of which is to truly democratise organisations through transparent and open sharing of data and knowledge and through enabling the architecture of mass participation and self-regulation. Clearly leaders, and the way in which they attempt to control Enterprise2.0 interventions is seen by practitioners as a key moderator to success. The fundamental cultural and organisational changes needed are seen by many as a key barrier, and if leaders do not adapt, the hype may never become reality and the promise heralded by Enterprise2.0 may never be achieved. Practitioners perceive that the ways in which leaders exercise their power and exert control will be key to the establishment (or otherwise) of the transformational promise envisaged, but despite the practitioner concerns, and the views expressed by McAfee in his original study, there does not appear to have been any further academic study into these aspects.

1.4 Approach to study

In order to rigorously and systematically explore and understand the promise and the challenges practitioners anticipate with respect to Enterprise2.0, the study takes an interpretivist case study approach to investigate a rare and revelatory example of large scale organisational adoption of Enterprise2.0. Three embedded units of analysis were considered, each of which had varying degrees of both employee engagement and Enterprise2.0 adoption. As well as the collection of case materials, interviews were undertaken with organisational actors at all levels within the organisation, as well as with actors outside the organisation to enquire into peoples thoughts and feelings with regards to the Enterprise2.0 interventions. Since no significant studies into the use and experience of Enterprise2.0 were identified, the study was seen as exploratory and so these qualitative methods were applied inductively, in order to build and develop, rather than test existing theory. The primary strength of the study is that it provided the opportunity to rigorously study a rare and revelatory case of organisational adoption of Enterprise2.0 to facilitate a more participative, democratic approach to engagement.

The theoretical lens of organisational democracy and the associated fields of organisational politics and power were used both to inform the study and later used to explore the findings. Organisational democracy literature has described a number of models that, in common with practitioner expectations regarding Enterprise2.0 aimed to alter power relations, and to strengthen relationships between leaders and workers, managers and employees through enhanced worker participation, engagement and collaboration and through the fostering of more discussion and dialogue (e.g. Powley, Fry, Barrett and Bright, 2004).

This study is retroductive, in that a theoretically-informed conceptualisation of engagement and participation, and an associated conceptual framework is developed through a two-stage literature review, initially a scoping study and

subsequently a systematic literature review. Then the empirical data from a novel case study is combined with the findings from the literature review to produce a theoretically-informed and empirically grounded conceptualisation of the use of Enterprise2.0 to enhance leader-worker relations. As part of this, recourse to wider literature is undertaken to aid understanding and propose the generative mechanisms that may be at play.

The thesis is therefore structured as follows. The scoping study, that considered the broad fields of organisational democracy, and the related fields of organisational politics and power, and enquired into the relationships between these fields is reported in chapter 2. From this, a systematic literature review was undertaken to understand these fields in more detail and to consider how the conceptual framework developed may relate to Enterprise2.0, the phenomena under study. This second element of the literature review is discussed in chapter 3. From this a series of research questions arose, and informed by the literature review and in order to address these, chapter 4 outlines the method, and includes the research design and philosophical position adopted by the study and employed in the empirical research project. Chapter 5 describes the organisation under study and details the findings from the empirical research project. Chapter 6 discusses these findings in relation to the literature, explores the underlying mechanisms and proposes an agenda for future research and chapter 7 provides conclusions, including the contribution made by the study. Finally, a personal reflection is included, along with other appendices and references.

THIS PAGE LEFT INTENTIONALLY BLANK

2. SCOPING STUDY

The literature review for this study was undertaken in two parts - an initial scoping study, which will be described in this chapter, and a subsequent systematic literature review, which will be described in chapter 3. This chapter will map the field for the scoping study, outline the review questions for the scoping study, describe the method and report findings, and consider what these mean for the wider study and how these findings inform the later systematic literature review.

2.1 *Mapping the field*

When considering engagement with the literature, Huff (1999) introduced the concept of the *'research conversation'*, that is to consider for your study, were it a delegate at the conference where people were talking in small groups, to ask *'who do I want to talk to?'*, *'what are they talking about as I arrive?'*, *'what are the most interesting things I have to add?'* and *'how do I introduce myself?'*.

In order to answer these questions, Jenkins (2003) suggested that it is useful to position the work in a way that demonstrates the relevant domains that inform it, and that through this understanding of existing knowledge, it is possible to articulate the contribution that the study makes to the relevant domains. Jenkins suggested that a *'mapping'* exercise is used to position the work. Considering the theoretical lens of organisational democracy and the practitioner concerns that leaders may use power and control to potentially restrict the Enterprise2.0 interventions, three fields were seen as relevant to this study – those of organisational democracy, organisational politics and power. This map is shown in figure 2.1. The field of organisational democracy considers a number of models that can alter the political and power structures within organisations, including models of shared and distributed leadership. The fields of organisational politics and power are discussed extensively in the organisational democracy literature, to explain

some of the underlying mechanisms that can mediate the effectiveness of the organisational democracy intervention, and power relations and the associated models of power are repeatedly referenced in the organisational democracy literature, along with commentary on how organisational politics are used to potentially derail interventions. Understanding these mechanisms is seen to be of value to this study, since it is theory-building and seeks both to understand the Enterprise2.0 phenomena when introduced to enhance leader-worker engagement and participation, and to explain the underlying mechanisms that may be at play. These fields too, therefore, were seen to be suitable fields into which to enquire since they appeared to reflect the potential *'problem'* or *'challenges'* anticipated by practitioners with respect to Enterprise2.0, that is the use of power and control to moderate the degree of democracy or voice afforded to workers as a result of the introduction of Enterprise2.0.

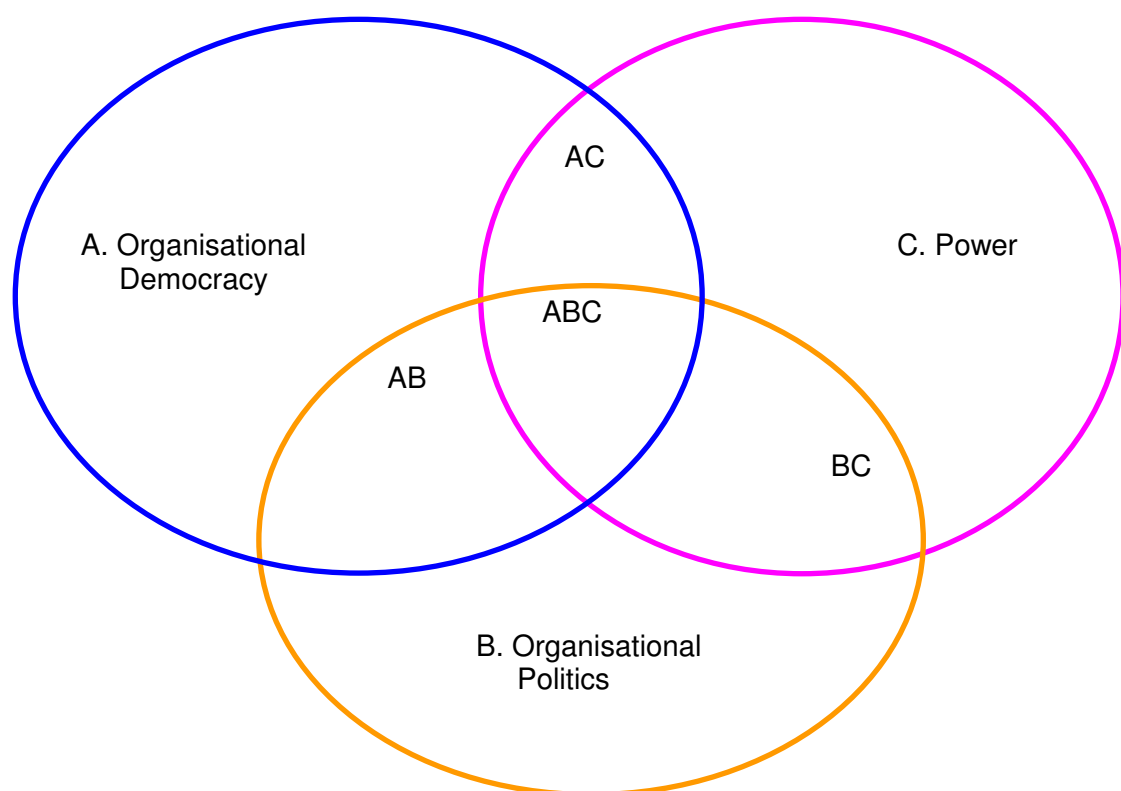


Figure 2.1 - Field Mapping

2.2 Review questions

By its nature, a scoping study is exploratory, aimed at improving understanding of the relevant fields. However, to assist in the structure of the review, Wallace and Wray (2006) listed five critical synopsis questions to be used when conducting a review – *‘why am I reading this?’*, *‘what are the authors trying to do in writing this?’*, *‘what are the authors saying that’s relevant to what I want to find out?’*, *‘how convincing is what the authors are saying?’*, and *‘in conclusion, what can I make of this?’*.

Remembering that organisational democracy describes a number of models that can alter power and political structures within organisations, and lead to more democratic ways of working, and stronger leader-worker engagement, the review questions for the scoping study were defined as follows.

For *‘Organisational Democracy’*: What are the drivers for a democratic organisation, and to what degree does this exist? What models are there? How, and to what extent, can leadership be shared and distributed within an organisation? What factors influence these interventions, and what barriers exist?

For *‘Organisational Politics’*: What is the relationship between organisational politics and organisational democracy and what role does it play? How is organisational politics used in organisations when organisational democracy is introduced? Are wider models of politics and democracy relevant to this study?

For *‘Power’*: How important is it for leaders of an organisation to maintain (or be seen to be maintaining) power and control and why? What mechanisms are used by leaders to manage, maintain, moderate or manipulate the balance between power and empowerment, devolution and Control in an organisation? Are wider theories of power relevant to this study?

2.3 Method

ABI/INFORM (Proquest) database searches were conducted using the Cranfield School of Management Library SearchHub and associated tools. Subsequent searches were refined, to localise the results to discrete theories that appeared relevant. Where possible, papers that provided meta-analysis or comparative reviews were sought.

2.4 Findings

This section describes the relevant findings from the scoping study.

2.4.1 Organisational democracy

Organisational democracy was found to be a large field that encompassed a number of models aimed at enhancing leader-worker relations through the altering of political and power structures within the organisation and thus leading to more democratic models of operation. For example, the field embraces self-managing teams, autonomous workgroups, shared and distributed leadership models, communities of practice, concepts of a '*circular organisation*', worker co-operatives, labour-managed firms, concepts such as socio-technical systems theory, whereby human behaviour and technology is inter-related and can affect one another, and de-differentiation, where everyone, not just management is responsible for integration and co-ordination (Hatch and Cunliffe, 2006; Ackoff, 1989).

It was found that one external driver towards organisational democracy appeared to be the increasingly complex work that is undertaken, particularly by knowledge workers (Pearce and Barkus, 2004). Devolving decisions to the right person in the organisation was seen as key to both ensuring worker satisfaction as well as in driving efficiency across the organisation (Semler, 1989). The concept of organisational democracy, however, was found to go beyond simply devolving decision-making authority and some interventions appeared to try and embed truly democratic processes across the

organisation mirroring the way society operates more widely (Manville and Ober, 2003).

The model of a '*circular organisation*' (Ackoff, 1989) for example proposed that every person in a position of authority convenes a board that includes representation from sub-ordinates, their supervisor and other interested parties and thus connect leaders and workers more strongly, and as a means to facilitate conversations. Crucially, the sub-ordinates could often constitute a majority on any one board. Individuals may sit on more than one board, and each board had responsibility for planning, policymaking, downward planning and alignment. In some instances, the board was also given power to remove the manager of whose board it was or to make performance assessments on the manager in question. When setting policy, the boards were seen to make a '*decision rule*' but were not involved in the implementation or operation of that rule and the actual making of decisions. Governance was also found to exist to ensure that decisions were made through consensus wherever possible and that decisions affecting other parts of the organisation were agreed in conjunction with the affected unit. One of the perceived benefits of such a model is that managers needed the approval of both bosses and their sub-ordinates, and this was seen to force a change in style – for managers to become leaders, facilitators or educators – changes to which many managers were not accustomed. Ackoff also reported that as well as operationalising organisational democracy, the model increased the readiness, willingness and ability of organisations to change, through engagement and alignment through the organisation, as well as leading to an improved quality of working life, for example through attendance at fewer meetings or solving small problems that could impact a large number of employees. With respect to power – Ackoff discussed the difference between '*power over*' something and '*power to*' do something – highlighting that the circular organisation was directed at increasing '*power to*'.

Another model identified was that of '*sub-ordinate appraisal*'. Bernardin and Beatty (1987) observed a number of different models and highlighted not only the value to the individual being assessed of seeking feedback from a group of people who were close to them, but to enhance the sense of commitment and participation between the assessors and the assessed. If managed carefully, and used in conjunction with other assessment data, it was argued that a much richer form of feedback could be introduced that could benefit the individual, and the group, as well as the organisation at large.

Literature on shared and distributed leadership (Barry, 1991; Pearce, 2004; Ensley, Hmieleski, and Pearce, 2006) was found to identify models whereby different leadership roles were defined that break the more traditional vertical or hierarchical view of leadership. These models were found to have at their heart the notion that multiple leaders can exist, that these leaders may have different roles or styles and that these leaders emerge as part of the formation of the group, contributing at the most appropriate moment in a highly collaborative process. The relative importance of the different leadership roles was also seen to vary over time.

When considering the central issue regarding more effective and open conversation between leaders and their people the model of a '*circular organisation*' provides an opportunity for a more open organisation, and would necessitate conversations of meaning between leaders and their people in the process of determining action. The '*sub-ordinate appraisal*' is more one-way, abstracted and could therefore be interpreted as having more limited meaning, whilst the models of shared and distributed leadership do not directly address the problem of disconnect between leaders and their people.

Across the literature, it was recognised that true organisational democracy did not pervade across industry, and there was much discussion in the literature as to why this might be. It was argued for example that if such a model did drive efficiency, it would be hard to understand why the free-market had not

embraced it. Many studies focused on the challenges faced by organisations in terms of adjusting power and control structures and the new dynamic that was created and asked fundamental questions such as whether the concept of a democratic organisation was possible, in an environment where leaders needed to exert power and control in order to meet the corporate objectives. As well as questioning whether competitive struggle faced by organisations meant that a command and control structure was needed, and suggesting that notions of democracy are simply idealistic, Johnson (2006) cited a number of controls that either existed implicitly or could be created by those in power - the management - to impede the drive to democratisation. For example, managers could persuade people that it was reasonable to entrust power solely to them, could manufacture consent, and could introduce a '*pseudo-democracy*' which re-affirmed the dominant position of management whilst apparently empowering employees, or could use cultural controls to re-enforce social norms and behaviours that were based upon compliance. Johnson also observed that the practicalities of organisational democracy meant that often a '*representative democracy*' was created and that these responsibilities to represent were only offered to a minority elite. Further, the boundaries of decision-making were often seen to be made externally to any decision-making body, bureaucratic processes were introduced, or sets of ideological values were imposed, such as a drive to conformity or consensus-seeking, all of which it was argued would further undermine the sense of democracy and continue to maintain a clear distinction between the governed and the governors. It was clear from the literature that the tension referred to earlier is very real, that leaders often felt the need to reassert control, and used power in various forms to achieve this. These issues would appear congruent with the practitioner discussion on Enterprise2.0 described in chapter 1, mirroring both the promise and the challenges perceived by practitioners regarding the use of Enterprise2.0 as a means to improve leader-worker relations.

2.4.2 Organisational politics

As well as power, it was found that politics was also referenced in literature on organisational democracy, both in terms of political model and ideologies, with references to Marx (Johnson, 2006, p.247) and the Athenian politeia (Manville and Ober, 2003, p.50), along with the broader political concepts of democracy and citizenship and the rationale for viewing organisations as political entities. Butcher and Clarke (2002) asked whether the principle of organisational democracy in fact drives against the principle of the rational organisation, or whether the role of organisational politics was sufficiently understood. It was argued, since organisations often operated models dependant almost completely on hierarchy and control, that these models would apparently be incompatible with the principles of organisational democracy, resulting not only in tension, but also in the failure of the interventions. Butcher and Clarke went on to argue that where power was exercised, an associated political model would also exist, and that since managers would exercise power within an organisation, recognising the importance of organisational politics was a key element to consider alongside the concept of organisational democracy. This view was shared by Bacharach and Lawler who stated '*survival in an organisation is a political act*' (Hatch and Cunliffe, 2006, p.253). Butcher and Clarke (2002) went on to argue that organisational politics should seek to reconcile competing and mutual interests and causes, and that managers should become constructive politicians who understand how power is distributed in organisations, understand the agendas and relationships that drive the political processes of organisations, and who have a sense of responsibility as how best to use power to serve various, or vested, interests, either through democratic or more subversive means. The establishment of worthy causes that service others, the encouragement of individual action and the building of relationships that build support and credibility were all seen as key traits of the politically savvy manager.

The role of organisational politics was also heavily discussed by Hatch and Cunliffe (2006, p.254-260), who related it to power and control in the organisation. Their view had much in common with Butcher and Clarke since they considered power and control in terms of access and influence, directing resources, and deliberate compromising of decisions to maintain position rather than to support organisational goals. Hatch and Cunliffe (2006, p.257) also referenced the work of Crozier, Hickson and Hinings, who observed that the ability to deal with uncertainty or change, for example through having access to resources can determine who gets, or retains, power. Access, relationships and personal characteristics were also seen to be important traits in the arena of organisational politics.

2.4.3 Power

The literature was found to discuss power from multiple perspectives. At least two appeared particularly relevant to this study. These were – considering the philosophical and political perspectives of power, and considering how power is actually exerted within an organisational context.

With respect to how power is exerted within an organisational context, Hatch and Cunliffe (2006, p.253, p.257-258, p. 264-268, p.275) drew on a wide body of work, and discussed a number of mechanisms through which power was exerted within organisations. These included Pfeffer and Salancik's resource dependence theory, which discussed the control of manpower, knowledge, and expertise, the role of hegemony, effectively the use of culture as a control to re-enforce existing hierarchies, clan control which encompassed conditioning and social norms, structure as control and Braverman's Labour Process Theory which suggested a systematic dilution of the workflow was used to dilute power, attempts to control or restrict the agenda or decision-making criteria (Simon and March; Cyert), coalition and relationship building and Foucault's consideration of disciplinary power and self-surveillance.

Since the concept of organisational democracy is derived from socio-political concept of democracy, it is informative to consider the wider philosophical and political perspectives on power. Hatch and Cunliffe (2006, p.251-268) was once again informative in this area, since they argued that along with power, and control, one must consider conflict. They go on to cite Marx, who believed that the power-conflict continuum meant conflict, rather than co-operation, was the driver behind continuous societal transition. Marx took an ideological view of power and Barrett (1991, p.51-80, p.18-34, p.123-156) considered other theories, for example the role of hegemony, where culture is aligned to re-enforcing existing states, and Foucault's critique of ideology which considered the relationship between truth and power, and the importance of discourse. Interestingly, one facet of Web2.0 that remains largely unchallenged is that of truth and knowledge. Multiple, or false, views of truth may be easily be created and consumed using the toolsets that exist.

In his discussion on power, Lukes (2005) contested that rather than simply see power as leading to conflict, he considered whether or not it could in fact create consent through decision-making and equal participation. Lukes also observed, however, that through suppressing or inhibiting the voice of less powerful groups, shaping preferences and perceptions, or restricting discussion, it could also lead to control.

Fairclough (2001) considered the relationships between power and language, and the role of discourse, which is itself discussed across the literature on organisational democracy, organisational politics and power. Fairclough considered the power in discourse, and described discourse as '*a place where relations of power are actually exercised and enacted*' and drew attention to the '*hidden power*' of discourse (p.36). He saw the power behind discourse as representing the changing social orders and argued that these were shaped by relations of power.

Hatch and Cunliffe (2006, p.158-159, p.265, p.269) also considered voice, language and silence as control, and again referenced the Marxist view that communication could be systematically distorted, leading to the creation of a manufactured or false consensus, or an image of democracy, whilst still maintaining control. They also referenced Foucault and his theory of approved knowledge, that is who can create knowledge, who can speak, what can be said, and who has privileged access or control of information. Finally, they highlighted the work of Lyotard and Coombs, Knights and Willmott in terms of the role technology has to play as a control, and who highlighted that IT could be used to direct thought and action, not only through enforcing process, but in restricting discussion. The relationships between IT, knowledge, and language as a means to exert power and control are of particular interest to this study, given the nature of the Enterprise2.0 phenomena.

2.5 Designing the systematic literature review

Based upon findings from the scoping study, it appeared that the fields of organisational democracy, organisational politics and power were relevant to the ongoing study, and provided a suitable conceptual framework within which to undertake the study. Using organisational democracy as the primary lens to frame an inquiry into the way in which Enterprise2.0 is used to enhance leader-worker relations and employee participation appears to be appropriate since this field describes other forms of intervention that have similar purposes and goals to those espoused by practitioners with respect to Enterprise2.0. The secondary fields of organisational politics and power appear to address the concerns of practitioners with respect to the problems and challenges anticipated when attempting to introduce Enterprise2.0 for such purposes, and so these too were seen as relevant.

When designing the review questions for the systematic literature review, the range of factors identified in the scoping study, including the fact that the fields

identified also call upon the wider studies of democracy and politics, will be considered, along with an approach that enquires further into the relationship between Enterprise2.0 and organisational democracy. The next chapter will address the systematic literature review and will consider these points.

3. SYSTEMATIC LITERATURE REVIEW

The second part of the literature review for this study is the systematic literature review. The systematic literature review (Tranfield, Denyer and Smart, 2003; Duff, 1996) has been built on the evidence-based approaches in medical science and healthcare, latterly in developing evidence-based policy and more recently in social sciences. The purpose of this review is to explore the fields identified as part of the scoping study, and consider how the associated conceptual framework relates to Enterprise2.0, the phenomena under study. This chapter will outline the review questions, briefly summarise the method and approach adopted during systematic literature review, and summarise findings, resulting in the development of a series of research questions and considering how the review findings will inform the design of the empirical research project undertaken as part of this study and which is described in chapter 4.

3.1 *Review questions*

Following the completion of the scoping study described in chapter 2, where the fields of organisational democracy, organisational politics and power were identified, assessed, and seen as relevant to the study an initial set of review questions for the systematic literature review were formulated. Analysis of practitioner literature showed that the benefits anticipated by practitioners with respect to Enterprise2.0, resonated with the language of the organisational democracy literature and this therefore seemed to be a suitable academic lens. Practitioner descriptions of the benefits of Enterprise2.0 variously included '*adaptation of workgroup structures*' and '*collaborative teaming*' (Raskino, 2007, p.5), '*self-organising*' (Tapscott and Williams, 2007, p.1), '*community participation*' (Bradley, 2007, p.6), the ability to '*react more quickly to emerging situations by quickly assembling the expertise required to respond*' (Bradley, 2007, p.3), and to make a significant impact on the way employees interact with the company and to cut costs, increase margin and drive revenue (Economist Intelligence Unit, 2007, p.3). Gartner (2007) saw

Enterprise2.0 interventions as a key component of a high-performance workplace strategy, which it described as *‘designed to make workers as effective as possible in supporting business goals and providing value...continually balancing investments in people, processes, physical environments and technology to measurably enhance workers’ ability to learn, discover, innovate, collaborate and lead – and to achieve efficiency and financial benefits’* (p.4). For these reasons as well as the resonance between the anticipated (largely by practitioners) challenges of Enterprise2.0 outlined in chapter 1 and their congruence with the discussions outlined in the organisational democracy literature, and the associated fields of organisational politics and power outlined in chapter 2, the systematic literature review is concerned with further understanding the relationship between organisational democracy (as the theoretical lens for the study) and Enterprise2.0. Thus the final set of review questions was defined as:

What different perspectives and models exist with respect to organisational democracy? [RQ1A] What interventions (for example: technological, procedural, systematic) can be initiated to enhance organisational democracy? [RQ1B]

What are the general factors that affect organisational democracy? [RQ2]

What tensions are observed between the desire of the leader to embrace organisational democracy whilst maintaining a need to retain power or exert control? [RQ3]

What are the theoretical frameworks and methodological approaches employed within this field? [RQ4]

What is the relationship between Enterprise2.0 and organisational democracy? [RQ5]

3.2 Method and approach

The systematic literature review approach provides a rigorous 10-step framework for undertaking a highly structured literature review. This is shown in figure 3.1.

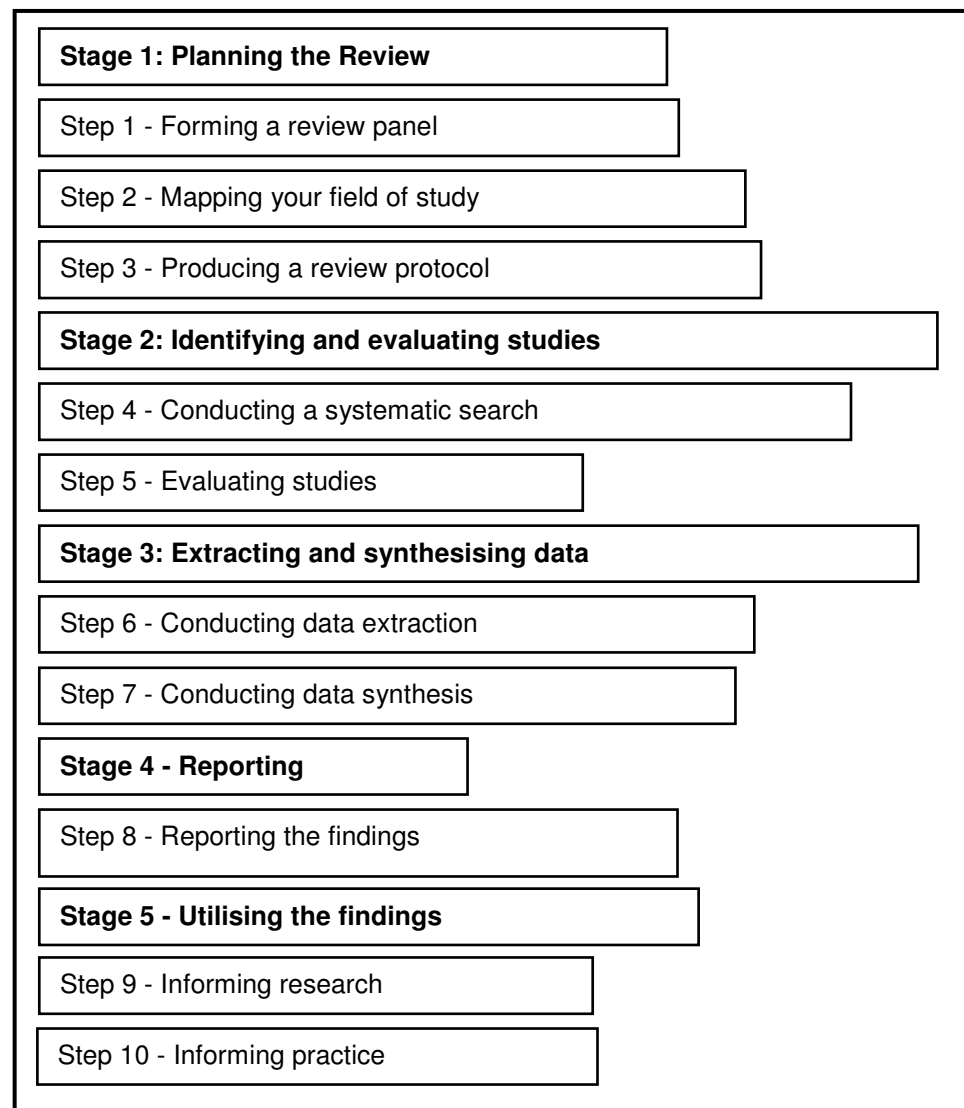


Figure 3.1 - Stages of Systematic Literature Review

As part of the process, an extensive review protocol was developed that included the search strategy (comprising keywords, search strings and sources), listed primary (for assessment of title, and abstract) and secondary

(for full texts) inclusion and exclusion criteria which were developed based upon findings from the scoping study and pilot searches, listed the specific quality appraisal criteria to be applied, and described the data extraction template that would be used. These are shown in Appendices A-D. As well as including keywords, and search strings relating to the fields identified within the scoping study, a series of '*Technology*' searches were also included to allow consideration of the relationship between organisational democracy and Enterprise2.0. As part of the search strategy, a set of searches (shown in Appendix A) were defined and executed on a number of search databases, this is shown in figure 3.2. Database searches were conducted using the Cranfield School of Management Library SearchHub and associated tools. Multiple databases were used to ensure as extensive search coverage as possible and in general databases were selected that allowed more complex searches, as demanded by the search strings, to be undertaken. ABI/Inform Trade and Industry (Proquest) and Business Source Complete (EBSCO) are general databases. To compliment these searches, two specialist databases were also selected; these were Wiley Interscience and Psycinfo. These choices were made in conjunction with the supervisory panel.

	Extent of Search:	Fields Searched:	Search Options:
ABI/Inform Trade & Industry (Proquest)	Full Search Strings	Citation and Abstract	Scholarly Journals
Business Source Complete (EBSCO)		All Fields	Scholarly (Peer Reviewed) Journals
Wiley Interscience		Full Text / Abstract	Journals
Psycinfo	Restricted Keyword Search	Quick Search	Social Science Technology Peer Reviewed Journals

Figure 3.2 - Database Search Options

Once these searches were completed and the inclusion / exclusion criteria (shown in Appendix B) applied in order to identify a set of relevant studies, a series of '*cross-referencing*' activities were undertaken. Each of the references for each of the studies included from the initial searches was reviewed, and discrete searches undertaken for paper titles and authors felt to

be of most relevance. It was only at this stage that practitioner, as well as academic, papers were considered. The studies identified at this stage were again subjected to the primary and secondary inclusion / exclusion criteria to produce a further set of relevant studies. Papers considered at scoping study stage were also reviewed for inclusion and, if still felt to be relevant to this review, were included. Selected conference proceedings were also reviewed for papers relevant to the study, and again any papers identified were subjected to the primary and secondary inclusion and exclusion criteria. As a general principle, only working papers, conference papers and non-academic texts, published within the last 3 years would be considered for inclusion.

For each included study a quality appraisal was undertaken. Appendix C summarises the evaluation criteria against which a narrative was provided. The journal rating was based upon Cranfield School of Management guidance (Kirchner, 2006).

For each of the studies selected for inclusion, a data extraction and synthesis template was completed. This template included citation information, descriptive information, methodological information, thematic information, and key findings as well as the inclusion / exclusion criteria and the quality assessment criteria referenced earlier. An abstract of each paper was also produced (as opposed to the original author-provided abstract) and included, and in order to aid synthesis, the Wallace and Wray Critical Analysis Framework (Wallace and Wray, 2006) was included as were sections prompting an assessment against each of the review questions. The full template is shown in Appendix D and the full list of included studies is shown in Appendix E.

A full log was maintained throughout the process, including all decisions, actions, and observations throughout the systematic literature review, including a more detailed breakdown of the reasons for inclusion and

exclusion at various stages and the number of studies that were included or excluded at each stage.

The table shown in figure 3.3 briefly summarises the yield at each stage of the review, both the initial (gross) yield and net (post inclusion / exclusion assessment) totals for each stage of the process.

	Search Strings	Cross-Referencing	Scoping Study	Conference Proceedings	Grand Total:
Initial Yield:	390	251	39	2	682
Net Yield:	63	14	7	0	84
% of total:	75%	17%	8%	0%	100%

Figure 3.3 - Gross and Net Yield by Stage

3.3 Descriptive data

A descriptive analysis was undertaken for all studies included in the review. As shown in figure 3.3, 84 studies were identified as relevant for inclusion. Of these, it was found that the majority of the included studies related to organisational democracy with respect to leader-worker relations (80%). In terms of technology, the majority of these studies considered the use of technology in respect of leader-worker relations (18%). Very few studies (2%) considered the use of technology in relation to organisational democracy, the central problem under investigation in this study.

A second analysis considered the longitudinal publication dates for each of the included studies. This analysis showed that although one study has been identified as far back as the 1950's, it appeared that studies relating to organisational democracy in respect of leader-worker relations had become much more prominent through the 1980's, and 1990's and that this prominence appeared to be continuing. The largest yield for this search was identified in journals categorised as '*Strategic Management & International*

Business'. Whilst the number of studies was more stable, there was also interest in this area in the '*HRM & OB*' domain. Secondly, the technology-related searches only yielded results from the 1990's onwards, with a marked increase from 2000-onwards.

The third analysis undertaken was to provide an indication of the quality of the included studies, using the Cranfield School of Management guidelines (Kirchner, 2006). This analysis showed that overall, 62% of the included studies were from rated journals and that 42% of the included studies were from 3* and 4* journals.

A more detailed breakdown for each of these areas of analysis is shown in Appendix F.

Finally, and in order to address Review Question [RQ4], an analysis of which methodological approaches and theoretical frameworks were used (and to what extent) across the included studies was undertaken. The results are shown in figure 3.4.

	N/a	Conceptual	Case Study	Literature Review	Action Research	Quantitative	Qualitative	Total:
Total:	3	13	32	4	21	10	1	84
%	4%	15.5%	38%	4.5%	25%	12%	1%	100%

Figure 3.4 - Methodological Approaches

Figure 3.4 shows that the most commonly used method for the fields of interest in this study was the case study approach. Although 38% of included studies adopted this approach, it should be noted that oftentimes, these case studies took the form of vignettes, and that only a handful of extended case studies were identified during the review.

In terms of theoretical frameworks employed, it was found that for studies relating to organisational democracy and leader-worker relations, the role of the leader was discussed extensively, along with leadership style. Also,

studies included from this search discussed power and control, in some cases using approaches such as the Control Graph Theory to assess the impact and consequences. HR Management (such as employee involvement, 360-degree feedback programmes) was also discussed, as were organisational theories (such as the Likert Organisational Profile). As expected, theories of organisational democracy were discussed most extensively in the studies identified through this search, which confirmed search string integrity.

For the technology-related searches, there was a natural bias to technology-related concepts, and whilst HR Management theories (employee involvement, employee engagement and employee communications) were also discussed, none of the technology-biased studies directly included any theories of organisational democracy.

3.4 Detailed findings from systematic literature review

3.4.1 Models of organisational democracy

This section will provide an overview of the models of organisational democracy identified, and position this in the wider context. It will address the review questions [RQ1A] and [RQ1B]. It will also briefly introduce the concept of organisational democracy.

Organisational democracy was found to be a diverse field that embraced self-managing teams, autonomous workgroups, shared and distributed leadership models, communities of practice, concepts of a '*circular organisation*', 360-degree feedback models, quality circles, worker co-operatives, labour-managed firms, models of worker representation and concepts such as socio-technical systems theory, whereby human behaviour and technology is inter-related and could affect one another, and de-differentiation, where everyone, not just management was responsible for integration and co-ordination (Hatch and Cunliffe, 2006; Ackoff, 1989). Devolving decisions to the right person in the organisation has been seen as key to ensuring worker satisfaction, as well

as key to driving efficiency across the organisation (Semler, 1989). The concept of organisational democracy, however, was found to go beyond simply devolving decision-making authority and included a desire to embed truly democratic processes across the organisation, and mirroring the way society operated more widely (Manville and Ober, 2003). As well as models that may exist purely within an organisational context, the literature also considered co-operative approaches that extended beyond the enterprise and that included elements of wider social integration.

3.4.1.1 What different perspectives and models exist with respect to organisational democracy? [RQ1A]

Two striking perspectives were apparent when assessing the literature on organisational democracy. The first regarded its span, both in terms of its existence in a historical perspective and in terms of global application, that is, across both time and space, and the second was the highly entwined relationship with the wider socio-economic and socio-political context. With respect to the first point, Derber (1966) for example cited North American examples that go back as far as 1867 and that included profit-sharing, employee representation and collective bargaining, Hennen (2001) documented the example of Weirton Steel in the 1930's which promoted company loyalty and worker productivity by providing employees with voice and participation in company affairs, and Clarke (1987) identified interventions in Great Britain that also go back to the 1800's, such as self-governing workshops and the creation of guilds, or industrial councils of producers, and later worker representation through unions. Upon analysis, it was also striking that the tensions discussed more recently with respect to models of organisational democracy (see section 3.4.2) also existed then, and these studies and their findings are therefore considered to have as much relevance to today's interventions, as they do to the historical interventions they describe. In terms of global application, a number of interventions were found to exist, including the Mondragon co-operative model in Spain which combined an industrial co-operative with a range of co-operative banking, educational,

consumer, housing and schooling systems, the social ownership models observed in Yugoslavia whereby the state has supported the development of industrial firms governed by co-operative principles (Whyte and Blasi, 1982), and the Israeli Kibbutz that combined work, community and social welfare (Rosenstein, Ofek, and Harel, 1987; Whyte and Blasi, 1982). Whilst these models, and others such as those identified in Algeria and India (Strauss and Rosenstein, 1970) are of interest and in some cases heavily referenced, it is not felt that they will inform this study as they describe a complex socio-economic and socio-political intervention that extends far beyond the enterprise itself, and may be considered as unique to the region or culture in which they exist. Other models however, such as the participatory Japanese Management System, or Theory Z (Mills, 1995; Ouchi, 1982) which included conceptions of lifelong employment, non-specialised career paths, collective decision-making and holistic concern, the Semco interventions in Brazil (Semler, 1989) which described a holistic approach to employee involvement, autonomous working, participatory decision-making and profit-sharing are seen as more relevant. In mainland Europe, studies were found to be concerned with the legislative frameworks, such as German co-determination (Windmuller, 1953; Bartolke, Eschweiler, Flechsenberger and Tennenbaum, 1982), and the European Union legislation on works councils (de Jong and van Witteloostuijn, 2004; Thorsrud and Emery, 1969) which enshrined sometimes extensive consultative and representative rights in law, and which were found to have variously included financial, social and technological decision-making, the right to meet with management and have access to information, the right to be consulted on organisational changes such as downsizing and the right to veto operational matters such as terms, recruitment, promotion and training. These models are again seen as relevant, since they address in different ways and from different perspectives, those models of organisational democracy that are observed within the context of the enterprise organisation, and they may result in the development of conversations between leaders and workers or may generate tension between leaders, workers and their representatives. In American studies,

there was much discussion as to the role of unions and collective bargaining within an overall context of industrial democracy (Derber, 1966, 1967; Hennen, 2001; McHugh, Cutcher-Gershenfeld and Polzin, 1999) and this was also reflected in British studies (Clarke, 1987) which were also found to often be highly political pieces (Wellens, 1974, 1983; Jaques, 1985). Again, these studies may be considered as relevant.

In summary, this review found that organisational democracy is not new, and that examples have been identified back to the 19th Century.

In addition, this review has found that interventions have been identified and researched globally, however some extend far beyond the enterprise organisation, and these are not felt to contribute to this study.

This section highlights the span, across both time and space, which has been identified and also the highly intertwined relationship between the drive to organisational democracy and the wider socio-economic and social-political context. The ideological relationship between the wider democratic principles pervading society and the drive to organisational democracy were explicitly discussed by Bluestone (1977) who saw this as a positive development, by Pateman (1975) in her contribution to the political theory of organisational democracy, and by Strauss and Rosenstein (1970) in their critique of worker participation theory. Whilst it has been found that political ideology was seen to be a driving force, Pateman, Strauss and Rosenstein and others (Kerr, 2004) have questioned whether this model is flawed. For example, Pateman believed that more direct forms of democracy, as opposed to representative forms, would be needed in order to avoid disillusionment from employees and citizens, Strauss and Rosenstein argued that much of the drive for organisational democracy had come from intellectuals, propagandists and politicians, rather than rank-and-file workers and Kerr fundamentally questioned whether political democracy is appropriate for organisations, highlighting that hierarchy and appointment within the organisational construct

is very different to the principles of democratic election and equal rights that pervaded wider political democracy constructs. Others, however, have called for organisations to look back to earlier stages of human development for suitable models of operation, for example, the Athenian model that aligned civic duty and decision-making rights (Manville and Ober, 2003; Russell, Hochner and Perry, 1979) or to adopt the social-principles of our hunter-gatherer past (Ehin, 1995a) to discover more meaningful ways to manage complex organisations '*more congruent with human nature*'. Beyond ideology, it is also worth noting that changes in the socio-economic and socio-political environment were seen to create greater appetite for organisational democracy. Derber (1967) for example, highlighted the appetite for worker- and union-friendly legislation observed immediately following the great depression of the 1930's in the USA and Strauss and Rosenstein stressed the obvious appetite for all-pervading democracy across Germany and Europe immediately after World War II, in India and more recently in Eastern European states such as Yugoslavia and Poland as they underwent fundamental shifts in the nature of their politics and political aspirations.

In summary, this review has found that the drive to organisational democracy is often driven by the significant external forces, such as macro-level socio-economic or socio-political events.

Finally, discussions within the literature centred on the success or otherwise of organisational democracy interventions. Whilst some suggested that the interventions seen in the Kibbutz, Mondragon and the Yugoslavian model could only exist in the set of political, economic and social circumstances that created them (Strauss and Rosenstein, 1970), others (Semler, 1989) suggested such interventions should instead prompt thought and discussion as to what may be appropriate forms of intervention that may be applied on a broader scale and as a trigger to encourage organisations to experiment. Indeed a number of large-scale interventions were found to have been documented, including the Breman Group which employed complex

governance structures and equal decision rights between employees (de Jong and van Witteloostuijn, 2004), the Ford Motor Company who instigated a combination of steering committees and local teams to enhance involvement and participation (Denton, 1995), Suma Wholefoods which underwent a number of changes in approach in order to meet its aspiration to embed an appropriate model of participation and involvement (Jones, 2000), Delta Air Lines (Kaufman, 2003) whose intervention is described in more detail later, Weirton Steel (Hennen, 2001) which effectively created a company union, the US Navy (Powley, Fry, Barrett and Bright, 2004) whose intervention is described later and Semco (Semler, 1989). Despite these examples, writers appeared to be divided on the overall adoption or success of organisational democracy models and a number questioned why this may be, for example arguing that the concept of democracy went against that of the rational organisation (Butcher and Clark, 2002), or highlighting that if democracy leads to organisational success, then it would have been adopted more widely (Johnson, 2006), that the argument is fatally flawed since it is a concept incompatible with that of the organisation (Strauss and Rosenstein, 1970; Kerr, 2004) and that managers have deliberately disrupted or derailed interventions (Brennan, 1991). Others also questioned whether it was democratic to give voice to employees at the expense of other stakeholders, such as the wider community, customers or suppliers (Johnson, 2006; Pateman, 1975) or indeed, other employees to which rights were not extended (Russell, Hochner and Perry, 1979) or where involvement in such interventions were restricted to a minority elite (Johnson, 2006).

This review has found that although some documented cases appear un-generalisable, a few large-scale, apparently successful corporate interventions have also been identified.

In addition, this review has found that organisational democracy is seen to succeed and fail in almost equal measure, with some arguing that the concept is fatally flawed.

In considering the specific aim of this review, that is to consider the relationship between Enterprise2.0 and organisational democracy, it is felt that the examples outlined earlier in this section, particularly those models such as the Mondragon, Yugoslavian and Israeli Kibbutz that extend the co-operative approach beyond the limits of the enterprise organisation and into wider socio-economic or socio-political models are not likely to be relevant to this study. However, it is felt that the other examples described may well provide a relevant contribution to the study, informing this research in terms of identifying those factors that might facilitate or impede success. In addition, the possible advantages in using Enterprise2.0 technology might be that it provides equal (rather than privileged) and direct (rather than representative) connections between leaders and workers, and hence it may address the concerns raised by Pateman, Brennan, Johnson and Russell, Hochner and Perry.

Examples of organisational democracy appear to have existed through much of the industrial age, adapting to reflect the wider political, economic, social or technological landscape. In today's global, IT-enabled world of knowledge work, one key question that remains unanswered by literature, and that merits further research is whether Enterprise2.0 can be considered as a contemporary instantiation of organisational democracy, in respect to connecting leaders and workers, and if this is found to be the case, how effective is it.

3.4.1.2 What Interventions (for example: technological, procedural, systematic) can be initiated to enhance organisational democracy? **[RQ1B]**

When considering the studies included in the review, it was found that there appeared to be four faces of organisational democracy interventions that were described; those that overlaid onto an existing hierarchical structure, those that created a '*parallel structure*' (Lawler and Mohrman, 1987), those that

introduced innovative HR Management or other management-led initiatives, and those that provided some form of economic incentive, such as a worker co-operative, or an Employee Stock Ownership Plan (the ESOP).

When considering those interventions that overlaid onto the existing organisational hierarchy, a number of different terms were used to describe such interventions, but Kaufman's (2003) study of the mechanisms employed at Delta Airlines was found to be informative. Delta's model of involvement and participation worked on three levels – at board-level where employee representatives had taken part, for example, in decisions such as CEO selection, at divisional level, where operational, customer-service and employee related issues were addressed, and at a low level – for example where continuous improvement and issues with respect to local practices or conditions were addressed. It was found that variously, and in different instantiations, workers may advise, recommend, or decide, unions may or may not be present and legislation may or may not exist.

In terms of introducing '*parallel structures*', Ackoff's (1989) conception of a '*circular organisation*' was one example which was identified. This intervention overlaid a model of collective authority onto an existing hierarchical structure through ensuring that everyone in a position of authority constituted a board that included representation from sub-ordinates, their immediate supervisor and other interested parties. Lawler and Mohrman (1987) discussed the concept of the '*Quality Circle*', an intervention that was found to both benefit and suffer from the fact that it is a '*parallel structure*'. Whilst it drew people from across the organisation to address specific issues, without disrupting existing structures, power was still ultimately retained by management. In her review, Brennan (1991) suggested that managers used both overt and covert power to disrupt such interventions.

Enterprise2.0 appears to be different to both of these models in so much as it provides an opportunity to make ad-hoc, rather than structured connections that cut across existing hierarchical or parallel structures. Once the intervention is established, anyone may use it at any time to connect with the leader and potentially engage in conversation. A number of issues might arise from this, the first being where might the workforce see their affinity and will they join in, the fact that this approach may result in a lack of structured or regularised engagement, and finally the issues regarding the significant power shifts that this is likely to create. As highlighted in chapter 1, practitioners see the power shift as one of the most challenging aspects associated with the establishment of Enterprise2.0 interventions and indeed anticipate potential problems as a result. Since the practitioner literature is not clear on how managers (or workers) will actually respond when faced with such shifts or in what form the overt and/or covert use of power may be applied, this is seen as a rich area for further enquiry, and one with which the theoretical framework and lens of organisational democracy could help and in summary, this review has found that organisational democracy interventions can be introduced at various organisational levels and with different remits.

HR and Management initiatives identified included the 360-degree feedback process whereby individuals received feedback from peers and sub-ordinates as well as from their supervisor. Some (Bernardin and Beatty, 1987, p.72) argued that if such an intervention is managed carefully, it may overcome the '*delusionary system*', under which managers and sub-ordinates usually communicated, whilst others (Peiperl, 2001) argued that such interventions cause anxiety, consume enormous effort, could affect ratings, be used for political advantage or have other unintended consequences (Waldman, Atwater and Antonioni, 1998). Other management-led initiatives identified in this study included Total Quality Management, which in their critique, Rothschild and Ollilainen (1999) highlighted that whilst emphasising the employee's role, the interventions in fact re-enforced top-down power relations. Finally, the use of the Appreciative Inquiry Summit (Powley, Fry,

Barrett and Bright, 2004) described a unique intervention that temporarily suspended existing hierarchical structures that fostered stronger unity, created informal ties that facilitated sustaining participative approaches and that this could work even in traditionally hierarchical environments such as the US Navy.

In summary, this review has found that other interventions may also be considered as relevant to this study – Appreciative Inquiry Summits, TQM, 360-degree feedback programmes, quality circles and so on.

When considering these findings in respect to Enterprise2.0, it is clear that the discussion regarding 360-degree feedback is highly relevant. By providing a more direct connection between leaders and workers, the opportunity would exist to short-circuit the '*delusory system*' described by Bernardin and Beatty, but as well as the potential to challenge the pervading culture of the organisation, this would again test managers and leaders in terms of their leadership style, as well as in terms of their response when '*off-message*' contributions are made. Indeed in McAfee's original paper, one key informant felt that an environment that already supported 360-degree appraisal was a pre-requisite for adopting the new technology. Within an Enterprise2.0 intervention, contributions may be anonymous, or associated with an individual. These are largely policy choices, and it would be interesting to inquire as to what policies exist, and the rationale as part of the study. Removing the protection of anonymity may be a use of leadership power and control, which plays to the Foucauldian view that the introduction of surveillance techniques will lead to stronger self-surveillance and self-control and will ultimately restrict the conversation at source. This may make for an interesting inquiry. As well as leadership issues, the use of Enterprise2.0 may also result in some of the outcomes described by Peiperl and Waldman, Atwater and Antonioni, for example that the interventions may be used for political advantage or might cause individual and organisational anxiety, again resulting in the creation of tension. We recall that Marx saw power, control

and conflict as co-existing on the same continuum, suggesting that this would not necessarily lead to consent in the way described by Lukes (2005).

Whilst the tensions McAfee (and other practitioners) anticipated when introducing Enterprise2.0 were found to be similar to those described in detail in literature on organisational democracy, it is not known what problems, barriers or tensions actually exist, whether or how they are overcome, or whether alternative problems, barriers or tensions are seen when introducing Enterprise2.0 as a vehicle to enable conversation between leaders and workers. These questions therefore also merit further research and findings may be contrasted to those observed more widely in the organisational democracy literature.

Finally, Employee Stock Ownership Plan and other ownership models were described. These provided an intervention that both gave voice to employees as well as a financial incentive to participate. Some (Semler, 1989) saw these links as essential to underpin organisational democracy, others (McHugh, Cutcher-Gershenfeld and Polzin, 1999, p.538) suggested that such schemes benefit the employer, and may act as a form of control, since employees are less likely to '*strike against themselves*'. Other models, such as the Scanlon Plan (Strauss and Rosenstein, 1970) that collectively rewarded improved productivity were also identified. For the purposes of this study, these aspects are not felt to be relevant.

3.4.2 Emergent themes

This section will identify key themes emergent from the literature and address the review questions [RQ2] and [RQ3].

3.4.2.1 What are the general factors that affect organisational democracy? [RQ2]

Certain factors affecting organisational democracy have already been outlined in Section 3.4.1, with particular respect to socio-economic, socio-political,

cultural, legislative and ideological factors. Further factors were also identified as part of the review, and these will be outlined here.

Changes in the external environment

A common set of reasons cited for the need to create a more democratic workplace, were found to relate to changes in the external environment. Specifically, the move to complex, highly interdependent, technological work within a rapidly changing environment and a mobile workforce was seen as a key driver. Pearce and Barkus (2004) considered this in respect to North American knowledge work, and in the strongly contrasting environment of South American manufacturing, Semler's (1989) perspective is remarkably congruent, highlighting that in complex production environments, workers are best-placed to make the decisions and that contemporary workers will be attracted by such models, that staff turnover will be lower, and that productivity will be higher as a result. Ehin (1995b) emphasised the benefit of adopting a more self-organising system that empowered the workforce and generated learning, and used Starbucks as an exemplar, and Calmano (2004) suggested that adoption of such models could create a significant competitive advantage.

If the move to knowledge work is seen as a key driver for adoption of organisational democracy, the fact that Enterprise2.0 experimentation has largely been seen in organisations that rely heavily on knowledge workers cannot be ignored. Almost all of the examples cited in chapter 1 address knowledge work, whether it is in research and development, service or technology-based industries. Indeed McAfee's original definition explicitly referenced the ability of the intervention to allow companies to tap into the *'practices and outputs of their knowledge workers'*.

In summary, this review has found that macro-level external factors such as rapid technological change, and knowledge work, as well as political ideology,

cultural aspects and legislation are seen as important drivers to more democratic organisations.

Organisational crisis

Paradoxically, the role of the external environment in driving towards a more democratic workplace was also found to be one of the drivers for moving away from highly participative models of working. When organisations experienced an extreme crisis, a number of examples were recorded where the participative style became highly autocratic. Muczyk and Reimann (1987, p.309) for example challenged the '*unbridled enthusiasm*' with which participative leadership had been embraced, and went on to highlight that many other factors including systems and culture must be aligned for this to succeed, and this theme was developed by Muczyk and Steel (1998) in their study of the '*Turnaround Executive*' where they argued that a more autocratic and directive style was needed in times of crisis and hardship. Even in interventions perceived to be successful, organisational democracy was seen to be slower, and more time-consuming (Kaufman, 2003) and required extended and concerted effort (Thorsrud and Emery, 1970).

It would be interesting to understand whether individual experiences of Enterprise2.0 mirror the findings from the organisational democracy literature, that is, is it likely to be slower, and more time-consuming, or require extended and concerted effort. The practitioner discussion in chapter 1 apparently confirms the latter point, particularly in respect to the role of the leader, but this is worthy of further investigation. Of similar importance is the discussion regarding the significance of leadership style in determining the degree of democracy, or control, that may exist, again a point that is strongly paralleled in the practitioner literature on Enterprise2.0. With this in mind, it may be informative to assess the use of Enterprise2.0 in different organisations or business units (as separate units of analysis), to assess how the success of

the intervention may vary under different leadership styles or approaches, and to further understand the contextual factors that may affect the interventions.

In short, this review has found that the move to or away from organisational democracy is often triggered by an organisation in crisis, although some interventions are triggered through culture or the ideological beliefs of organisational leaders.

3.4.2.2 What tensions are observed between the desire of the leader to embrace organisational democracy whilst maintaining a need to retain power or exert control? [RQ3]

As well as the discussion regarding [RQ2] above, relating to leadership style, another commonly cited theme in literature was the role of middle-management and supervisors in a participative work system. Of interest also was the role of the unions which was also extensively discussed, and their role is seen as particularly complex. The positive involvement of all of these groups, where relevant to the specific context, was seen as necessary for successful and sustained implementation, and all appeared to use power to retain control or block participative approaches and so are relevant for discussion here. Finally, the equally complex role of the employee and the employee representative will be discussed; this again is a repeated theme from literature. From these discussions, it will be possible to begin to draw conclusions with respect to the extent of any organisational democracy realised through the various interventions – is it truly democratic, representative, or simply a pseudo- or even a false-democracy. This discussion also causes one to wonder, ultimately, whose purpose is served.

In summary, this review has found that internal factors can determine the success or failure of such an initiative, and that the role of managers, employees and unions is key.

Middle-managers and supervisors

Walton and Schlesinger (1979) discussed the role of supervisors in participative management environments, highlighting that supervisors often felt marginalised in such systems since the management boundaries became blurred and this could often lead to resentment on their part. Brennan (1991) considered the role middle-managers play with respect to Quality Circles, and found that middle-management was the most common and universally cited reason for failure. Brennan described this group as a *'frozen layer'* that used overt and covert power to stall or derail proceedings, for example through restricting information or resources or through filibustering. Johnson (2006) cited other management controls that may be enacted, including the re-iteration of social norms and hegemonic practices that re-enforced the existing culture and hierarchical structure and that entrusted power to those already in power; that managers may limit the boundaries of decision-making, or that cumbersome and bureaucratic processes may be introduced. It was often argued that the underlying causes for these reactions was the perceived loss of managerial control, however, studies in the USA (Russell, Hochner and Perry, 1979) which used Control Graph Theory found that in practice, whilst participative work systems resulted in a more equal distribution of power, there was a greater overall total level of influence and so management authority had been neither weakened nor strengthened, a finding also made by Bartolke, Eschweiler, Fleschsenberger and Tennenbaum (1982) in their studies of participative firms in Germany. Some studies (Smith, 1978) found that in certain environments, employees preferred an autocratic, rather than democratic approach.

Since Enterprise2.0 effectively bypasses middle-management and supervisors, by allowing workers to converse directly with leaders, one might presume that the difficulties outlined here in terms of the *'frozen layer'* may not apply. Whilst this may be true in terms of the original *'upward'* connection, it is

not clear how middle-managers will react to this aspect of Enterprise2.0, what impact this may have, or what the consequences may be. Are these hierarchies re-engaged '*downward*', or are actions taken either online or offline if a workers contribution is seen to be inappropriate, and how might this be affected by use, or lack of, anonymity. The perceived loss of managerial control in an organisational democracy model appears to lie at the heart of the practitioner concerns regarding Enterprise2.0 who argue that these leadership and management controls must be relaxed in order to assure successful adoption, and encouraging leaders to '*err on the side of too much liberty*' (Bradley, 2007, p.4).

In summary, this review has found that leaders, middle-managers and supervisors are all seen as potential barriers, and the related areas of culture and leadership style are critically important.

In addition, this review has found that whilst power and control are used by different organisational constituencies, academic literature suggests that an increase in worker power does not diminish power at other organisational levels and that in general workers expect that their management would retain certain powers.

Many studies concluded that in order to address the tensions experienced at the middle-management and supervisory level, training (Walton and Schlesinger, 1979; Whyte and Blasi, 1982; Denton, 1995) and adjustments to evaluation, measurement and reward systems (Walton and Schlesinger, 1979) were needed. Kerr (2004) also argued that full-scale adoption, or revolution, could help, whilst others (Lawler and Mohrman, 1987) suggested an evolutionary or staged approach.

When considering Enterprise2.0, it would be informative to assess how the intervention was made and whether the intervention was made in conjunction with any wider changes such as those identified here.

In summary, this review has found that other actions should be considered when managing the move to more democratic systems. For example, education in democratic principles is seen as important, and this should be applied at all levels.

The role of the union

The role of the union was seen as complex. Historically, some firms were seen to be introducing interventions to give workers voice and representation as a deliberate tactic of union avoidance (Derber, 1967). One of the most extreme examples identified was that of E.T.Weir (Hennen, 2001), who in the 1930's created the Employee Representation Plan for Weirton Steel Workers in order to provide an illusionary sense of employee participation through the creation of an impotent and falsely representative company union that resisted all calls from the workers to strike. More recently, Imperial Oil (Taras and Copping, 1999), successfully held unions in abeyance at one of its plants through the Joint Industrial Council which whilst giving employee voice, gave no power to the workforce. Taras and Kaufman (2006) observed that some employers emphasise their participative approach when the threat of unionism looms, only to reign back when this threat has passed.

Given the way in which some firms have apparently adopted democratic principles, but have been motivated not by the associated values, but as a vehicle to further their own agenda, it seems appropriate to consider whose purpose is ultimately served by an Enterprise2.0 intervention. Do leaders use this to serve their own purposes, to bypass union representation and do they act on, encourage, ignore or close down discussions, particularly where they challenge organisational norms. This aspect of the discussion is again reflected in the practitioner literature discussed in chapter 1 and other questions may be *'do workers have a meaningful voice in the discussion?'* or

'do workers have a voice that has power?' when engaging leadership through Enterprise2.0 technology.

Unions themselves (Brown and Quarter, 1994) were found to be suspicious of engaging in mechanisms that introduced alternative forms of worker representation and used influencing tactics to impede the intervention, although examples were identified where democratic interventions could co-exist alongside unions (Semler, 1989; Bluestone, 1977) and that unions could positively enhance the intervention, making it more equitable (McHugh, Cutcher-Gershenfeld, and Polzin, 1999).

It would be of interest to consider what role, if any, unions play in Enterprise2.0 interventions aimed at connecting leaders and workers, and how they view such interventions or the content that they create. It would be of interest to understand whose interests are served, in what respects, and to what degree and how the different factors identified as part of this review might affect the success of the intervention. The unions may be well placed to address these needs and crucially, the unions would have an interest themselves in the conversations taking place between the workers and leaders and could themselves use this voice to secure more power. Certain Enterprise2.0 interventions identified during the review (and discussed later) employ moderated sites, to ensure accuracy of information, ensure adherence to the rules and to present summary information to executives (van Harmelen, 2007; Xarchos and Charland, 2008) and perhaps the unions could themselves moderate the conversations. Whilst further challenging the leadership in terms of ceding control, this might be one possible role for the union to perform, and may be a role that would benefit all parties so long as it was not used to distort the communications in order to serve the self-interest of the unions themselves. Understanding what involvement unions have in Enterprise2.0 and how unions perceive the use of such technologies would be informative.

In summary, this review has found that the role of the unions is complex, and further complicates the web of power and control relations.

The employee and the employee representative

With respect to employees, it was argued that not all employees would want (Jones, 2000; Kerr, 2004; Strauss and Rosenstein, 1970) or would feel able to contribute (Jones, 2000; Kerr, 2004; Strauss and Rosenstein, 1970) in more participative environments. In a similar parallel to the discussion earlier with respect to the need for management training, it has also been argued that training the wider workforce in democratic principles (Walton and Schlesinger, 1979; Pearce and Barkus, 2004) as well as wider management skills and business understanding are important (Semler, 1989), particularly for employees who became employee representatives (Kaufman, 2003). Open sharing of information was also seen as key (Calmano, 2004, Semler, 1989).

The sense that not everyone would want or feel able to contribute is reflected in the discussion on practitioner literature outlined in chapter 1 but in addition, it may also be helpful to understand whether once conversations start, are they sustained or do they quickly fade away. The question as to whether Enterprise2.0 interventions are supported by training and familiarisation has been discussed previously, but the organisational democracy literature suggests that it is important to consider this for employees as well as managers. Since the technology could clearly be used not only to enhance conversation and dialogue and encourage participation, but also to share information more widely, it may be reasonable to inquire during the empirical research project as to what extent Enterprise2.0 is used for these different purposes, as well as to assess whether the responses are more honest or more open, and how effective the intervention is in going beyond that which might have applied previously within the organisation.

With respect to the employee representative, as well as the issues over ability or commitment discussed above, role confusion, role conflict and other factors (such as degree or limits of involvement) were also found to impede these interventions. Strauss and Rosenstein (1970) discussed the risk of co-option of worker representatives and Hammer, Currall and Stern (1991) found that as well as the neutralisation tactics deployed by managers, worker representatives struggled with their dual-role, seen by worker constituents as workforce advocates, whilst being seen by management as a channel for downward communication. Research by Thorsrud and Emery (1970) found that worker representatives often took the board, rather than the employee, view and Strauss and Rosenstein (1970, p.205, p.208) also argued that some works councils hardly functioned at all, and that discussion was one-way.

With respect to Enterprise2.0, whilst it is anticipated that the direct nature of the communication would avoid the types of challenges faced by worker representatives, it will be important to understand to what degree there is a two-way discussion, whether and how the discussion is sustained and how leaders react to '*unwanted*' or '*awkward*' discussion or views that go against organisational norms. Do leaders take steps to '*close down*' such conversations, as McAfee predicted, and how do the related points that have been actively discussed and anticipated in the wider practitioner literature realise themselves. Do leaders use the technology to co-opt the workforce at large or is the conversation more open.

In summary, this review has found that it is right to question whether true (direct), representative or pseudo-democracy is actually achieved and ultimately to consider whose purpose is served.

3.4.3 Relationship between Enterprise2.0 and organisational democracy

This section will specifically address the review question:

What is the relationship between Enterprise2.0 and organisational democracy? [RQ5]

Whilst a short discussion on findings from the practitioner literature is included in chapter 1, this section will summarise findings from the literature identified as part of the systematic literature review.

As discussed in chapter 1, McAfee (2006) is credited with conceiving the term Enterprise2.0. Beyond this study, however, there is apparently very little academic literature on this topic. Cross-referencing has however identified some further practitioner literature that is relevant for consideration here. For example, a report by consultants Watson Wyatt (Rudnik and Kouba, 2006, p.2) suggested that *'Enterprise2.0 behaviour'* had seen a four-fold increase over a 3-year period, and suggested that this is without approval, guidance, training or central intervention. The paper suggested that firms should cultivate these locally initiated interventions and work to facilitate its growth. Referencing the demographic profile of workers where younger workers expected to use the more collaborative, asynchronous and interactive technology that was available, the paper suggested that future recruitment and retention would benefit. These drivers and outcomes tend to mirror writing in the field of organisational democracy and the paper suggested that internal CEO blogging was to be encouraged since it allowed employees to actively contribute, express opinions and ask questions. Van Harmelen (2007) discussed the approach taken by TNT to *'invite employees into the CEO's virtual office'* and recognised the importance of respecting the views that are offered as constructive dialogue as well as the need to reach out to disengaged employees.

Xarchos and Charland (2008) described a series of interventions in Innovapost – developed as a direct response to poor results in employee engagement surveys, particularly in the area of senior management not sharing their thoughts on the strategic direction of the company. The interventions included a CEO Blog, which became the most popular content based intranet site within Innovapost, and an online employee consultation exercise aimed at jointly creating a future business plan – to which 55% of employees posted. Results were presented to the board, which had the final say. Using the technology in this way can clearly be seen as participatory and an attempt to introduce some form of organisational democracy, although in this example, management clearly did retain final approval.

In a 2006 practitioner survey, Treem (2006) highlighted that 32% of responding organisations used blogs that were uniquely aimed at the internal audience and 64% of respondents tracked blogging by employees. However, although 99% of communicators were aware of blogs, less than 30% had ever read one, and less than 30% had ever posted.

It would be interesting therefore to understand as part of the study whether informants who are responsible for the creation and operation of Enterprise2.0 interventions have used the technology themselves and to what degree and, more generally, to what degree Enterprise2.0 is seen to be adopted at a personal or organisational level. Treem also highlighted the differences between different demographic groups and cited obstacles such as disconnected employees, the desire to control, and senior management resistance, with the latter points clearly mirroring the findings with respect to organisational democracy and wider practitioner views. The paper also positively emphasised that the new technology can give more control to the organisation, perhaps in a bid to encourage managers to buy-in. It would be of interest to enquire into whether, in practice, the technologies do in fact introduce more or less control to leaders.

In a more recent survey of communications executives, Gregory (2007, p.1) reported that 55% of the sample indicated they were already using blogs or planning to start in the next 12 months, and 71% cited '*improved employee engagement*' and 47% cited '*creating a two-way dialogue with senior executives*' as the drivers. Interestingly, whilst some saw risks, 70% had no policy regarding inappropriate posts, and only 26% knew how to monitor the contributions (p.2). In a parallel with organisational democracy literature, 23% of respondents cited gaining executive support as a key challenge (p.2), which again is congruent with the wider practitioner literature. Smith (2007b, p.7) also highlighted the importance of engaging the leadership team, and the need to exercise restraint with respect to control. As reported earlier, McAfee (2006) himself also suggested that adoption would depend greatly on the decisions made and actions taken by managers and that the culture must be receptive, and for example, where 360-degree reviews were the norm. McAfee also projected an image of the future in which non-management views are created, and asked whether managers, whilst voicing support, may seek to instigate controls, silence dissent, and work to restrain the conversation, rather than lose control.

In summary, this review has found that very little academic literature exists with respect to the role of technology, and explicitly Enterprise2.0 in creating a more democratic organisation. It appears that this is a field where practitioner discussion is ahead of academic research, and practitioner literature has been identified prior to and during the review and through subsequent cross-referencing that discusses both the promise and challenge of Enterprise2.0, and re-enforcing the points outlined in chapter 1.

In addition, this review has found that there is similarity in terms of the drivers and uses, as well as the expected outcomes and potential barriers associated with traditional models of organisational democracy and the use of Enterprise2.0 when used to connect leaders and workers. The subsequent

study will enquire openly into these aspects to establish the experience of those within the organisation.

Finally, this review has found that there appears to be a desire from leaders (in academic literature) and practitioners (in practitioner literature) to connect.

3.5 Utilising findings from the systematic literature review

This section will discuss how the summary findings from the systematic literature review will be utilised. Appendix G includes a table, highlighting how each of the summary findings from the systematic literature review is relevant to the Enterprise2.0 context and to the ongoing study.

In general, it appears that there is a case to inquire into the use of Enterprise2.0 technologies as a means to increase participation and engagement and what this feels like to those in the organisation. Given the congruent nature of the promise and challenges perceived by practitioners with respect to Enterprise2.0, and those described within the literature on organisational democracy, one might even consider whether Enterprise2.0 may be seen as a contemporary model of organisational democracy. The espoused practitioner intent and use of the technology is similar to that cited for other models of organisational democracy and practitioners perceive similar organisational challenges, for example practitioners anticipate that leaders will have a crucial role to play in the success of Enterprise2.0 and fear that power and control may in fact be used to close off unwanted discussion, an observation also made in the academic literature on organisational democracy. This merits further research, and before this connection can be made, it is important to understand through rigorous academic study what drives the adoption of Enterprise2.0, what it is used for, and what it feels like, since this would inform this discussion, and allow conclusions to be drawn.

The findings from the literature review will also inform the subsequent study, and the table shown in Appendix G was also used to develop the research

design outlined in chapter 4. As well as identifying the case study as the preferred method, a number of parameters have also been identified that should be considered as part of the empirical research project and incorporated into the full research design. This includes the structure of the study itself, including unit of analysis, sample and so on, the fact that certain data may be informative and relevant, for example to assess the culture or leadership style present in the organisation, and that some specific questions should be included as part of the qualitative aspect of the study.

Findings from the literature review also suggest that such a study would contribute knowledge, since it is not known what drives use of Enterprise2.0, how it is actually used, what contextual factors can affect it and what it feels like to those in the organisation. Given the findings from the practitioner literature, it appears that such research would be both timely and relevant to practice. Supplementary questions regarding who ultimately benefits from the interventions may also be answered and the relationship between Enterprise2.0 and organisational democracy might also be explored further through such research.

3.5.1 Research questions

The following research questions were developed as a result of the systematic literature review.

What are the drivers for using Enterprise2.0 in organisations and to what extent is its use in democratising the organisation, through enabling meaningful conversation between leaders and workers seen as important?

How is Enterprise2.0 used in organisations, and how does this compare to the original drivers? What does Enterprise2.0 feel like to those within the organisation? What contextual factors affect the use of Enterprise2.0?

To what extent does Enterprise2.0 work as an effective mechanism to create more meaningful conversations between leaders and workers? Why is this, and ultimately whose purpose is served?

What problems, barriers or tensions are observed when introducing Enterprise2.0 as a mechanism to enable more meaningful conversations between leaders and workers? How are these manifested?

When considering these questions, it is right to ask, since Enterprise2.0 is heralded as the answer to a number of diverse organisational problems, why the focus on *'meaningful conversation'*?

This point is argued for two reasons, through considering both the practitioner and academic literature.

Since practitioners variously described the business impact of Enterprise2.0 as creating *'open participation by employees'* (Gartner, 2007, p.25), creating *'new social interaction patterns'* (Smith, 2007a, p.4), recording *'an interaction...its output (and) the identities of...people involved'* (McAfee, 2006, p.23), to *'lubricate the social effect...to stimulate knowledge sharing'* (Hodgkinson, 2007a, p.3), as a way to create a *'dialogue rather than monologue'* (Hodgkinson 2007b, p.13), and as a way to *'initiate conversations either inside or outside the company'* (Economist Intelligence Unit, 2007, p.3) the use of the toolsets to converse then appears beyond doubt. However, many practitioners have warned that in order to truly benefit from such technologies, companies must find ways to leverage the network effects beyond that which come from simple enablement of the toolsets. O'Reilly, credited with creating the original term *'Web2.0'*, has stated that tools such as corporate blogs can become *"just such a trivial part of Web2.0"* if not accompanied by the network effects and sense of community that blogs are meant to build (Economist Intelligence Unit, 2007, p.11). Hodgkinson (2007b, p.13-14) concluded that the participation must be collaborative, transparent,

authentic and truthful. More than simply initiating conversations therefore, it appears that the conversations must be meaningful, sustaining and engaging, in order to achieve O'Reilly's vision for Enterprise2.0 - to "*harness collective intelligence to improve my business*" and in order to reach the critical mass needed to achieve the '*architecture of participation*' described by Bradley (2007, p.5).

When considering the wider literature base, the importance of conversation, expressed in terms of dialogue or discourse, were found to be important aspects of the democratic model. From early times, two-way, open dialogue was seen to be at the heart of democratic models of government, with the Athenian politeia (Manville and Ober, 2003) being one such example. Referencing the reforms observed in post-apartheid South Africa, April (1999) concluded that conversation and dialogue should be seen as key vehicles for effective change and that this has wider relevance for organisations. More widely the role of discourse is discussed across the literature on organisational democracy, organisational politics and power (e.g. Lukes, 2005; Hatch and Cunliffe, 2006; Fairclough, 2001). Since practitioners were found to have discussed the need for organisations and leaders to adjust the existing power balance in order to successfully harness Enterprise2.0, and Fairclough's view that it is through discourse that power relations are exercised, it seems critically important to consider the conversational nature of Enterprise2.0 as part of the wider inquiry into the transformational role of Enterprise2.0 in democratising organisations, and any resultant changes to the nature of power in organisations. This suggests that conversations must be more meaningful, in order for them not to become the controls that Lukes, Marx, Fairclough and others describe.

In summary then, the phrase '*meaningful conversation*' is used to embody meaning from both the practitioner and academic literature, and to distil the essence of the language used in both fields. From a practitioner perspective, this incorporates aspects of social interaction and network effects, and from

an academic perspective, the phrase recognises that power and power relations are exercised through discourse, and that the nature of the conversation is important.

THIS PAGE LEFT INTENTIONALLY BLANK

4. METHOD

This chapter will outline the philosophical position adopted for this study, and detail the research design for the empirical research project that addresses the research questions resultant from the systematic literature review, shown in section 3.5.1. The systematic literature review has also informed this design, and a summary is included in Appendix G.

4.1 *Research Philosophy*

When undertaking research of this nature, it is important to consider different research paradigms and matters of ontology, epistemology and axiology. Since these parameters describe perceptions, beliefs, assumptions and the nature of reality and truth (or knowledge of that reality), as well as the individuals values, they can influence the way in which the research is undertaken. By being aware of their own innate preferences, the researcher can both minimise bias (James and Vinnicombe, 2002) and ensure congruence between their research choices and the original research problem (Blaikie , 2000).

4.1.1 **Ontology, epistemology and axiology**

Blaikie (1993, p.6) explained that for the social sciences, ontology may be considered as *'claims about what exists, what it looks like, what units make it up and how these units interact with each other'*. In short, ontology describes our view on the nature of reality and on what constitutes reality. Since we all have a number of deeply embedded ontological assumptions which will affect our view on what is real and whether we attribute existence to one set of things over another, the researcher must take care not to let these influence their study.

When considering that different views exist regarding what constitutes reality, another question must be how is that reality measured, and what constitutes

knowledge of that reality. This leads us to questions of epistemology, which considers views about the most appropriate ways of enquiring into the nature of the world (Easterby-Smith, Thorpe and Jackson, 2008), and to ask '*what is knowledge and what are the sources and limits of knowledge*' (Eriksson and Kovalainen, 2008, p.13) or '*knowing how you can know*' (Hatch and Cunliffe, 2006, p.13). Again the researcher must be cautious about any innate epistemological preferences, in order to remove bias from the study and ensure congruence.

Finally, axiology deals with the individual values of the researcher. Saunders, Lewis and Thornhill (2007, p.110) cited Heron, who argued that our values are the guiding reason for our action. Again the researcher must take care to eliminate bias, to reflect on their own position and transparently declare any innate preferences.

4.1.2 Research paradigms

Discussions regarding ontology, epistemology and axiology lead us to the next area for consideration, which Blaikie (2000, p.44) described as the '*research paradigm*' and by others (Saunders, Lewis and Thornhill, 2007, p.110-116) as the '*research philosophy*'. These philosophies are formed from basic ontological and (the related) epistemological positions, that effectively classify different research approaches. Denzin and Lincoln (2003, p.33) described a research paradigm as '*an interpretive framework*' and in borrowing from Guba, as a '*basic set of beliefs that guides action*'. The table below summarises different aspects of the three main research paradigms – positivist, realist and interpretivist (see Saunders, Lewis and Thornhill, 2007; Easterby-Smith, Thorpe and Jackson, 2008; Eriksson and Kovalainen, 2008).

Positivist	Realist	Interpretivist
Natural Science Deductive Theory Testing - hypotheses Objective reality Universal laws Generalisable Quantitative measurement	- Inductive Theory Building 'stratified' reality Generative mechanisms Understanding and explanation Social objects, studied scientifically	Social Science Inductive Theory Building Subjective reality Socially-constructed / relative Contextual Qualitative approaches

Figure 4.1 - Primary Research Paradigms

4.1.3 Approach for this study

This study has adopted an interpretivist position, and figure 4.2 summarises the key aspects of this study. The primary aim of this study was to inquire into what individual perspectives (thoughts and feelings) exist across the organisation with respect to the intervention (Enterprise2.0), interpreting these findings using the primary lens of organisational democracy. Whilst academic literature has been used to inform the study, the study is not predicated on the existence of universal laws or causal models, and does not set out to test pre-existing theory, for example through the use of hypothesis or experiments. Instead it relies upon qualitative data, with rich, open interviews with many different organisational actors and at all organisational levels to enquire into the experiences regarding Enterprise2.0 and to discover and understand the individual and shared sense of meaning regarding the intervention. The study is also interested in the factors that affect the different interpretations gathered from informants, and should therefore be seen as an inductive, theory-building study rather than a deductive theory-testing study. McAfee (2006) suggested that Enterprise2.0 is an emergent phenomena, which suggests that it is not yet an objective reality that lends itself to the positivist position, hence the emphasis here is on understanding the individual and shared meaning held within the organisation regarding Enterprise2.0, and if possible to explore what underlying mechanisms may be at play. Given that this study is highly

contextual, the external validity may be restricted with generalisation considered through recourse to existing theory and literature, although the design also attempts to address this, at least to some degree, through considering different units of analysis within the same overall case. Since interpretivists place great emphasis on communication and language, this approach seems particularly suited to the discursive nature of the technology and to the focus of this particular study – the ability of Enterprise2.0 to enable meaningful conversation between leaders and workers.

Research Philosophy

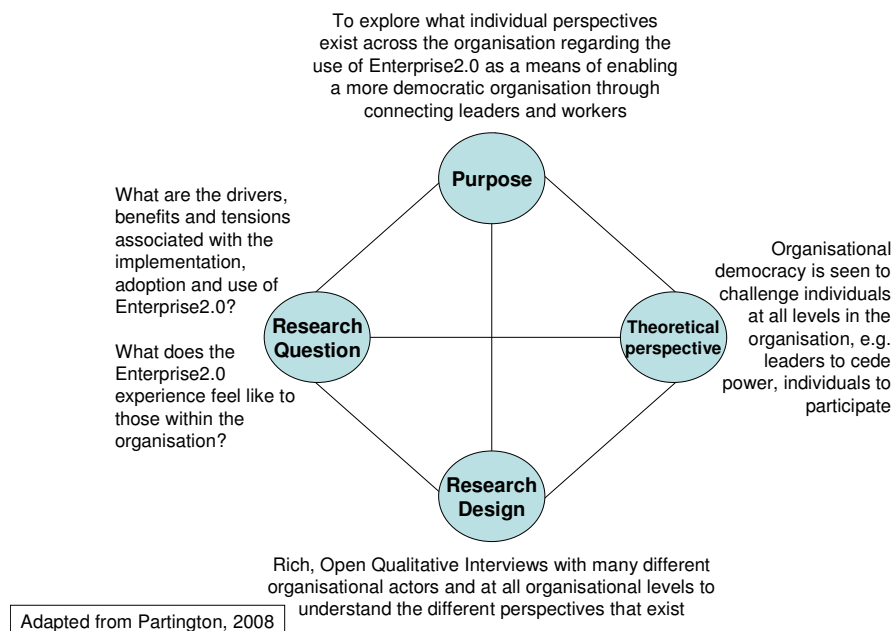


Figure 4.2 - Key aspects of the study

In terms of an interpretivist design, Easterby-Smith, Thorpe and Jackson (2008, p.96) discussed potential questions of validity that may arise and suggested ways to defend against these. They cited Golden-Biddle and Locke and stated that rather than validity, interpretivist designs should consider issues of authenticity (showing deep understanding), plausibility (linked to current academic interest), and criticality (provoking the reader to

question their assumptions, and creating something that is genuinely novel). They also cited Silverman, who argued that key safeguards to selectively drawing from a mass of data include refutability (seeking evidence to disconfirm current beliefs), constant comparison, comprehensive data treatment, and tabulation. The approach being taken to mitigate and address these possible limitations will be described in later sections.

4.2 Research design

Since this study adopted an interpretivist position, qualitative methods were employed. Semi-structured interviews were utilised, in order to enquire openly into the individual perspectives that existed regarding the intervention under analysis, and to allow rich data collection. Kvale (1996, p.1) reminded us that the *'research interview attempts to understand the world from the subjects point of view, to unfold the meaning of peoples experiences, to uncover their lived world prior to scientific explanations'*.

The systematic literature review identified case study methods as the most widely employed method within the organisational democracy literature, and since interpretivist studies are seen as highly contextual, it seems important to use the case study approach as a mechanism to describe the context under which the different interpretations are being collected and Kvale (1996, p.98) reminded us that *'interviews are often applied in case studies'*.

Yin (2003, p.5) informed us that case studies are relevant when focusing on contemporary events and when the investigator has no control over actual behavioural events (both of which are congruent with the conditions of this particular study); that case studies are favoured when research questions are exploratory *'what'*, *'how'* or *'why'* questions (as is the case in this study), and that questions of this nature would also infer the use of interview, reminding us again that interview and case study approaches are compatible.

This study did not test theory instead it should be seen as theory building, so the case study approach may be considered as '*exploratory*'. Since the inquiry was aimed at understanding a particular phenomenon, the case study may be classified as '*intrinsic*'. The approach was to use a single case, with multiple '*embedded*' units of analysis, that is, different business units within the same organisation. Yin (2003, p.39-42) suggested a number of rationales for adopting the single case approach, two of which were seen as relevant for this study. The first was when there is an opportunity to investigate a '*rare*' or '*unique*' circumstance. The emergent nature of the Enterprise2.0 experiments, with very few cases of large scale adoption (suggested by the limited literature available), suggests that the phenomenon is *rare*, if not *unique*. The second is that of the *revelatory* case or the situation where the researcher has an opportunity to observe and analyse a phenomena previously inaccessible to investigation. The opportunity to gain privileged access to an organisation that is actively experimenting with the new technology, and at scale, was seen as *revelatory* and this, in conjunction with the *rare* nature of the phenomena suggested that the single case approach is valid. Yin (2003, p.42-45) also argued that using the '*embedded*' case study approach with multiple subunits under study provides a '*significant opportunity*' for extensive analysis which enhances the insights of a single case. Adopting this approach does also go some way to addressing the question of generalisation, since it provides an opportunity for comparison to be made of the different contextual factors within each unit of analysis and the impact these may have.

4.2.1 Case Selection

The rationale for selecting the actual case for study was predicated on three primary factors. Firstly, findings from the systematic literature review showed that the key drivers of organisational democracy were rapid technological change and the acceleration to knowledge work. The organisation selected for study was a technology-driven company, at the forefront of technological

change and made substantial investments in the research, development and operation of new IT and network technology in order to provide leading-edge, value-added services globally to its business, consumer and wholesale customers. In addition, much of the workforce was deployed in knowledge work, and, variously across the different business units in roles such as research, network and IT development and operation, and service, sales or marketing activities. The second factor for selection was that the organisation was actively deploying Enterprise2.0 at multiple levels, both corporately and locally, and to scale. Key pioneers of Enterprise2.0, including an informant from McAfee's original paper were employed by the company, and advocated its use and benefit. The final factor is that of access. As an employee of the company, who sponsored this study, it was possible to gain access to key informants, and relevant case materials. Whilst this may be seen to provide benefits, this may also introduce risks, and these are discussed later as part of the section on elimination of bias.

4.2.2 Selecting the Units of Analysis

The selection of the different business units that form the individual '*embedded*' units of analysis was based upon consideration of two factors. These were, firstly, the degree and extent to which the business unit was experimenting with or had adopted Enterprise2.0 technology, and second the nature and overall level of the employee engagement observed within the business unit. The table below summarises the selection, and these choices were validated as part of the interview process. Whilst it was not possible to identify a unit with high employee engagement and high use of technology within the case study organisation, this approach was seen to provide an opportunity for cross-case comparisons and to understand the impact of various contextual factors, with a view to exploring what underlying mechanisms may be at play and how they shaped the outcomes observed from the interventions. The systematic literature review, identified, for example, that the relationship between leaders, managers, workers and unions were critical in the success or otherwise of organisational democracy

interventions and that leadership style and organisational culture was critically important. By considering units of analysis with different levels of employee engagement and by specifically enquiring into these aspects as part of the interview it was felt that this would further inform the study. Assessing units of analysis with different levels of Enterprise2.0 adoption was seen to provide the opportunity to consider the relationship between the contextual factors identified and the degree of adoption, and support the cross-case comparison discussed above.

	Business Unit # 1	Business Unit # 2	Business Unit # 3
Employee Engagement levels	Low	Modest	High
Enterprise2.0 Adoption	High	Moderate	Minimal

Figure 4.3 - Comparison of business unit characteristics

It should also be noted that the contextual factors, such as leadership style and organisational culture identified in the systematic literature review as influencing organisational democracy interventions, are for the organisation under study more correctly affiliated to the business unit. Whilst some Group functions had central responsibility for policy, strategy and oversight, due to their size and varying nature of their business, each business unit had its own CEO and executive board responsible for making specific implementation choices. For example, each business unit took responsibility for its own employee engagement, employee participation, resourcing, learning and development and communication strategies and plans. As well as being managed at business unit level, these aspects were also measured at this level.

4.2.3 Sample selection

The systematic literature review identified that many different organisational actors, at all organisational levels, can affect an organisational democracy intervention. Across the single case sample, it was seen as important to

gather perspectives at all levels of the organisation, and all perspectives were considered as holding equal validity and value. This included leaders, middle-managers or supervisors, and employees. Sampling was undertaken opportunistically, and informants were asked to '*self-select*' the group to which they felt they belonged. Care was taken to secure a similar number of informants from each business unit, to ensure that those approached provided a balance of informants at different levels in the organisational strata both across the sample and within each business unit, albeit based on the researchers' initial assessment of the informants position. Where necessary, requests were made through third parties to ensure this was achieved. Within the business units, informants came from both operational and support (e.g. HR) functions. Perspectives from communications or organisational development personnel were seen as valid, since some journal papers included in the systematic literature review represented these constituencies. In most cases, the views of particular informants with respect to the research were not known prior to the interview and individuals were asked to declare their degree of their involvement with Enterprise2.0 as part of the interview.

The level of analysis in this study was considered to be the '*group*', since the literature suggested that different groupings of individuals (leaders, middle-managers, supervisors, employees, and unions) may interact differently with particular organisational democracy interventions. Since McAfee also considered Enterprise2.0 to be emergent, it seemed helpful to assess group as well as individual meaning in this way.

4.2.4 Interview protocol

Semi-structured interviews of up to 1 hour were undertaken with each informant, either face-to-face or via the telephone. The questions were developed based upon findings from the systematic literature review, and in order to answer the research questions. For example questions were included on the informants expectation and experience of Enterprise2.0, to enquire as to whether the technology was used to facilitate conversations or

for other purposes, to assess the success or otherwise of these interventions, for example in the eyes of the informant did they lead to meaningful conversation, to consider whether there were tensions associated with the introduction of the technology and to further understand, and validate, the contextual conditions outlined earlier regarding engagement levels, and the associated questions regarding culture and leadership style, and Enterprise2.0 adoption. Informants were also asked to declare their degree of involvement with respect to Enterprise2.0 and their position within the organisation. An initial interview was conducted to pilot the protocol, to ensure that it could be utilised effectively to support the study, that the structure was robust, that relevant information was secured and that it could be completed within the 1 hour timeframe for each interview. Once piloted, subsequent interviews were requested via email, and booked in advance. At the beginning of each interview, a brief outline clarifying the nature of the research, the interview approach, including content, confidentiality, consent, and recording methods, and points regarding the onward use of the data were described. A short definition of Enterprise2.0 was also provided. The informant had the opportunity to clarify any points and was asked to confirm that they were happy to proceed. All interviews were undertaken in private areas and where interviews were conducted by telephone, the informant was advised that they too should seek to conduct the interview in an area where they had complete privacy. With the informants' permission, each of the interviews was recorded and notes taken, regarding informant responses or any potential issues with the interview protocol itself. Where possible, observations were also made with respect to the informants' demeanour, although obviously this was not possible where interviews were conducted via telephone. The length of each interview was noted and each informant was asked how much time they had available, and where necessary interviews were adapted accordingly. Interviews were allowed to overrun, and where this was the case, or where comments are made after the interview had formally completed, permission was sought to use these statements. If granted, the additional information was included in the interview transcript.

The interview was closed with a debrief re-iterating the purpose of the study, how the interview content would be utilised and confidentiality retained regarding the identity of the interviewee, as well as thanking them for their time and asking if they would be interested in the final results from the study. As part of each interview, any constraints or deviations from this standardised approach were noted.

The standard interview structure is shown in Appendix H, and the introductory emails, scripts and Enterprise2.0 definition used as part of the process is shown in Appendix I. Each interview was transcribed by the researcher.

4.2.5 Strategy for coding and analysis

Ryan and Bernard (2003, p.274) described coding as the '*heart and soul of whole-text analysis*'. In accordance with the approach they outlined, once the interviews were completed, a multi-stage coding process was undertaken using an inductive, or bottom-up, approach. Each transcript was coded line by line, and a pragmatic approach to determining the most appropriate coding level was undertaken as part of this process. Initially a group coding session was undertaken using output from three interviews. Collectively, the group identified emergent themes and grouped together related comments. This produced a preliminary coding framework. Using this preliminary framework, a paper-based model was developed which also considered Bazeleys (2007, p.106-107) advice on the kinds of trees to consider. This process and its output are shown in Appendix J. Using this model as a baseline, all transcriptions were then coded, business unit by business unit, using NVivo software. As interviews were coded, the data was constantly analysed for emergent themes and consideration was given to further iterating the coding model. Once all interviews from one business unit had been coded, a supervisory meeting took place to review the coding model, resulting in further revisions. The remaining interviews were then coded, again with consideration given to evolving the coding model throughout to ensure that the coding model was robust. Where necessary, descriptions were added to

the nodes and a full coding log was maintained throughout the process. As the model was developed, a new version was saved at each point providing a further audit trail.

In order to allow comparative analysis, attributes were assigned within NVivo to each interview to show the business unit and the role - leader, middle-manager or supervisor, or member of the wider population - of the informant. This allowed comparisons to be undertaken between the different groups and across the different business units, or '*units of analysis*'. This approach linked the analysis to the findings from the systematic literature review which found that each of these different constituencies may perceive organisational democracy interventions differently and also to study the importance of the different contextual factors, such as leadership style and culture also identified through systematic literature review. As well as linking the analysis to the review findings, these tabulations were felt to add further rigour to the qualitative approach adopted for this study and the approach for organising data, and are in line with the earlier decision to consider the level of analysis as the '*group*'. In addition, this approach allowed the researcher to identify what elements were common and which were unique to specific implementations. By enabling cross-case comparison to be undertaken, this approach also allowed the specific contexts to be considered from which the underlying mechanisms could also be explored. This approach may also provide insight into and ultimately suggest '*best practice*' approaches or potential pitfalls, since the informant responses at different levels within the organisation may be used to determine the success or failure of particular interventions in particular parts of the organisation. To add further rigour to the interpretivist approach adopted here, full data analysis was undertaken prior to generating conclusions.

4.2.6 Collation of case data

As part of the case study approach, a rich set of data was sought to explain the historical and current context in which the organisation and the individuals included in the study were operating. As well as enriching the case, this approach allowed consideration of other factors highlighted by the systematic literature review, for example the wider external context such as the macro-level socio-economic or socio-political position as well as the wider organisational context, for example is the organisation in crisis or subject to external forces, such as legislation.

Data was collected that described the organisation, its history and heritage, organisational and functional structure, key appointments and governance structure, the internal and external environment, strategy, mission and vision, market offerings and business performance. All data was anonymised.

In the main, this data was collected through analysis of paper and electronic materials produced by the organisation under study and from other sources, such as news outlets. All data included was available in the public domain. To compliment the collection of this data, the case was further contextualised through interviewing a number of informants from the central Group functions, who had responsibility centrally for policy, strategy and oversight, for example, Group Communications, Group HR, Research and Development and Security functions. In addition, a union representative was interviewed, as was an external communications consultant engaged in producing communications for the organisation. A similar protocol was adopted for these interviews as that described in section 4.2.4, however, these interviews relied on case notes, rather than full interview transcriptions.

Since interpretivist studies are highly contingent, history and meaning were seen as important and so using data from multiple sources in this way was seen to provide further contextualisation, complimenting the perspectives gathered directly from informants, and ultimately having the potential to enrich understanding and uncover meaning, or to identify causal effects through

revealing processes, structures, behaviours or histories. The exploratory approach was also seen to provide an opportunity to suggest explanations, or to describe, compare or add richness to understanding and to ultimately strengthen validity through triangulation of data from various sources.

A narrative description was developed from the case materials, and in order to classify and structure these case materials, the framework developed by Pettigrew and Whipp (1993, p.26) was employed. This framework comprised three dimensions of strategic change and is shown in the diagram below. The first of the three dimensions is described as Content, the objectives, purpose and goals (or the 'what'), the second is described as the Process, the implementation or the 'how', and the third is the Context, the internal and external environment, or the 'where'.

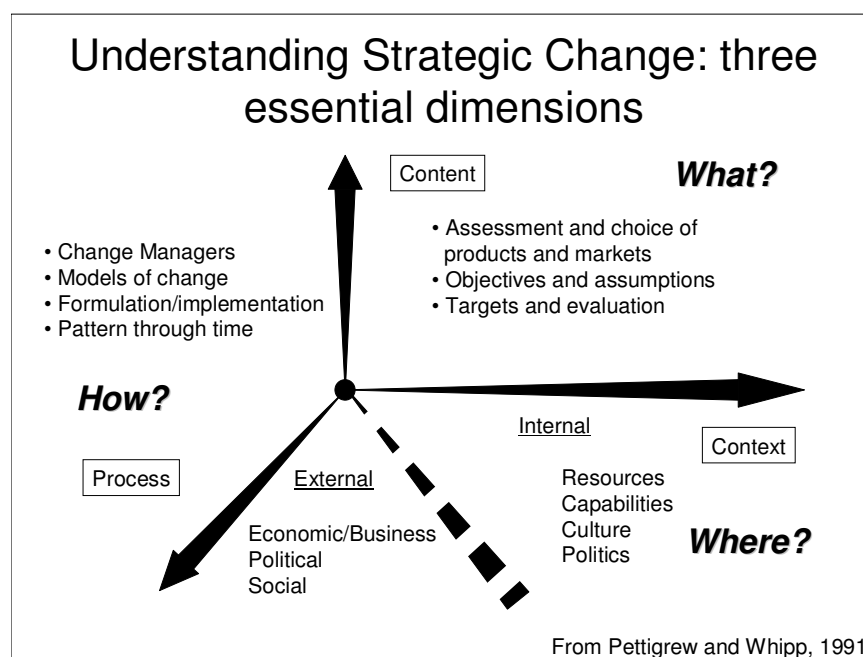


Figure 4.4 - Pettigrew and Whipp - Dimensions of Strategic Change

Since practitioners predicted that fundamental cultural and organisational changes were necessary to successfully implement Enterprise2.0, and that leadership behaviours in particular would be key, it is felt that the introduction

of Enterprise2.0 into an organisation may be considered as strategic and indeed McAfee (2006) linked the change directly to the competitive success of the organisation. The factors Pettigrew and Whipp identified when managing strategic change, for example the internal culture and politics as well as the need to relate change at both an operational and strategic level lend themselves to the tenets of organisational democracy identified during the systematic literature review and the practitioner perspectives regarding the introduction of Enterprise2.0. For these reasons it was felt that the framework, and particularly the dimensions of Content, Process and Context, were appropriate to use in order to describe these aspects of the case.

4.2.7 Elimination of bias

A number of steps were taken to eliminate or reduce bias as part of the study. Researcher bias is seen as a risk for interpretivist studies, and this was further exacerbated by the fact that the researchers role in this study was that of *'inside learner'* which Eriksson and Kovalainen (2008, p.58) cautioned is a position where one may confuse *'what you know (or think you know) intuitively and what you know on the basis of your research evidence'*.

As well as the steps outlined in earlier sections, self-reflection is advised to overcome potential bias and a reflective learning journal was maintained throughout this study and a personal statement was produced prior to starting the study (included in Appendix K), which outlined the views of the researcher regarding the subject matter, their role, and approach to the research. A full research log was also maintained throughout covering all decisions, observations, deviations, findings and reflections, and regular contact, at a minimum monthly, was maintained with the supervisory panel throughout, in order that activities could be externally validated and approved, or adapted where necessary, or to provide clarification or guidance.

Having outlined the research methodology in this chapter, the next chapter will describe the detailed case and report findings.

THIS PAGE LEFT INTENTIONALLY BLANK

5. FINDINGS

This chapter will outline the findings from the empirical research project described in chapter 4. This will include the detailed case study for the organisation under investigation, provide descriptive data regarding the interviews undertaken, describe the final coding model and its development and report summary findings from the semi-structured interviews. Chapter 6 will discuss these findings in terms of the academic literature and specifically address the research questions.

5.1 The case study

The organisation studied here was a (once nationalised) UK plc that provided communications and IT solutions and services to consumer, small medium enterprise businesses, corporate customers and communications providers in over 170 countries worldwide, and that employed around 150,000 people. At the time of the study, the organisation remained the pre-dominant supplier of fixed lines and broadband within the UK. The table below summarises key points in the history of the company and in its adoption of Enterprise2.0 and elements of the timeline that are directly relevant to the study will be discussed in this section.

PERIOD	EVENT / ACTION
1840's	First commercial services offered
1860's - 1969	Services monopolised, and company nationalised under state ownership
1980 - 1993	New branding introduced; monopoly broken and phased privatisation completed; organisation invests heavily in new digital and optical technologies
1993 - 1996	Period of restructuring and downsizing
1996 – 2001	New CEO, period of global expansion, which results in increased debt
2001 - 2002	New Chairman, CFO and CEO, new strategy, brand and values and extensive debt recovery measures implemented; current CEO joins as Finance Director
2004	New CEO appointed to head IT and Network Development and Operations; followed by a management refresh programme within this business unit; web 'liberalisation' programme begins
2005	Following a resignation, current CEO moves from Finance Director role to become CEO of consumer division
2005	Annual report reports use of 'web chat' and 'web cast' technologies as part of an integrated set of employee communications; consumer2.0 programme initiated to 'take advantage of the 2.0 marketplace'.
2003 – 2006	New regulatory regime introduced, resulting in the creation of a new business unit
2006	An 'outspoken advocate' of Enterprise2.0 technology, joins the IT and Network Development and Operations unit
2006	Significant investment in the development and Implementation of next generation network; pilot trials begin
2006 - 2007	Launch of 'professional communities of interest' which heavily utilise Enterprise2.0 technology; 3000 IT professionals move to customer facing roles; and 7500 people receive training through skills uplift programmes
2007	Global financial crisis triggered; organisations share price begins to fall
2007	Period of major restructure and further leadership changes – wholesale CEO and ex-global CEO resign, new chairman appointed; The IT and Network Development and Operations functions split into two business units – one responsible for development and one responsible for operations
2007	Organisation launches internal version of mySpace and internal version of wikipedia
Early 2008	Organisation announces 24 quarters of consecutive year on year growth
2007 - 2008	Reports of reduced revenues, both within wholesale and global divisions, resulting in a profit warning; share price at all time low; press speculation that the organisation could be renationalised; global CEO resigns and succeeded by Group CFO; CFO of consumer division becomes new group CFO; organisation announces significant job losses and consultation regarding the restructure of pension scheme which calls upon a range of social media technologies
2008	Group CEO resigns, succeeded by CEO of consumer division
2008	Organisation launches internal blogging platform and internal podcast platform; pilot project using podcasts to aid learning and development completes; behavioural targeting 'controversy' results in change of policy and removal of anonymity at direct request of Group CEO
2009	One-off charges relating to performance of global division announced with an annual loss reported; share price reaches new all-time low; dividend cuts and pay freeze announced, changes to pension scheme implemented; further significant job losses announced
2009	Social networking features added to internal version of mySpace
Today	Approx. 500,000 corporate wiki pages, 350,000 project wikis, 300 podcasts with 8,500 downloads, 2000 articles on internal version of wikipedia and 350 blogs on internal blogging platform with 650 bloggers, 16,000 blog posts, and viewed by 600,000 people

Figure 5.1 - Company Timeline

5.1.1 Factors pertinent to the selection of the case

A study of the table shown in figure 5.1 reveals a number of factors that the literature informed us were relevant to the case selection. Firstly, that of the culture of the organisation, whose origins were under government ownership. Second, that the organisation had recently been, and remained in crisis. Thirdly, that there had been significant leadership changes in a relatively short amount of time. Finally, it should be noted that this research was undertaken during a time of unprecedented global financial crisis, which included the near collapse of the global banking system, and a period of global recession. Figure 5.2 shows the share price performance over the last few years.

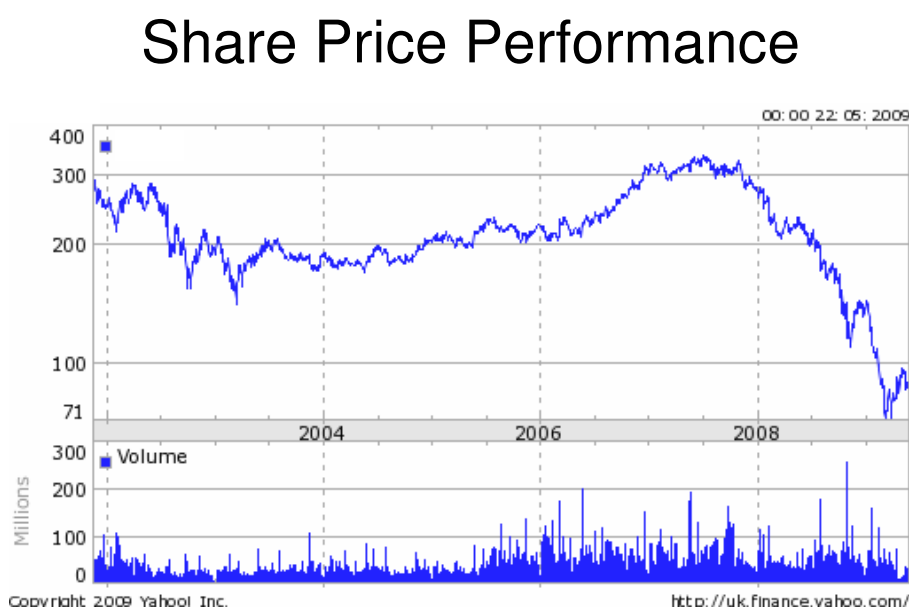


Figure 5.2 - Share Price Performance

Recourse to other documentation highlighted other important contextual factors which the literature informed us were important. Firstly, that the organisation has had a long association with the emergence of new technology as outlined in this extract from a recent annual report:

‘Our continued success depends on our ability to exploit new technology rapidly...we operate in an industry with a recent history of rapid technological changes and we expect this to continue...we need continually to exploit next generation technologies in order to develop our existing and future services and products’

The organisation has made significant investment in its research and development activities, registering patents, demonstrating a number of world-firsts, maintaining external links with universities, start-up and venturing firms, and winning awards for technological innovation and the computer systems that supported the organisations operations were some of the biggest in Europe. The table below shows the investment made in research and development activities, and where available internal IT and network development costs.

	2003	2004	2005	2006	2007	2008
R&D, £m (*)	380	334	257	326	378	532
Software Development Costs, £m	-	-	-	-	741	720

(*) excludes amortisation in respect of internally developed computer software

Figure 5.3 - Research and Development spend

It should be noted that the organisations interest in emerging technologies had also caused some problems. In early 2008, it became apparent that the organisation had been secretly trialling technology that allowed behavioural targeting, that is, the ability to deliver tailored advertising and content to individuals based on their internet usage patterns, and this resulted in negative press reports.

The second important factor to note is the emphasis on knowledge work. It was found that job roles were structured around a series of *‘professional communities of interest’*, based on the industry practice of grouping individuals based upon their specialist skills. In 2006, the organisation reported that

around 11,000 people were working from home as part of its policy on flexible working.

Finally, it was found that the organisation maintained relationships with two UK unions, representing the engineering and management constituencies, and operated a pan-European works council.

5.1.2 Organisation structure and units of analysis

At the time of the study, the organisation comprised a number of '*business units*', three of which formed the embedded units of analysis for the study. The organisational structure and the selected units of analysis are shown in the diagram below.

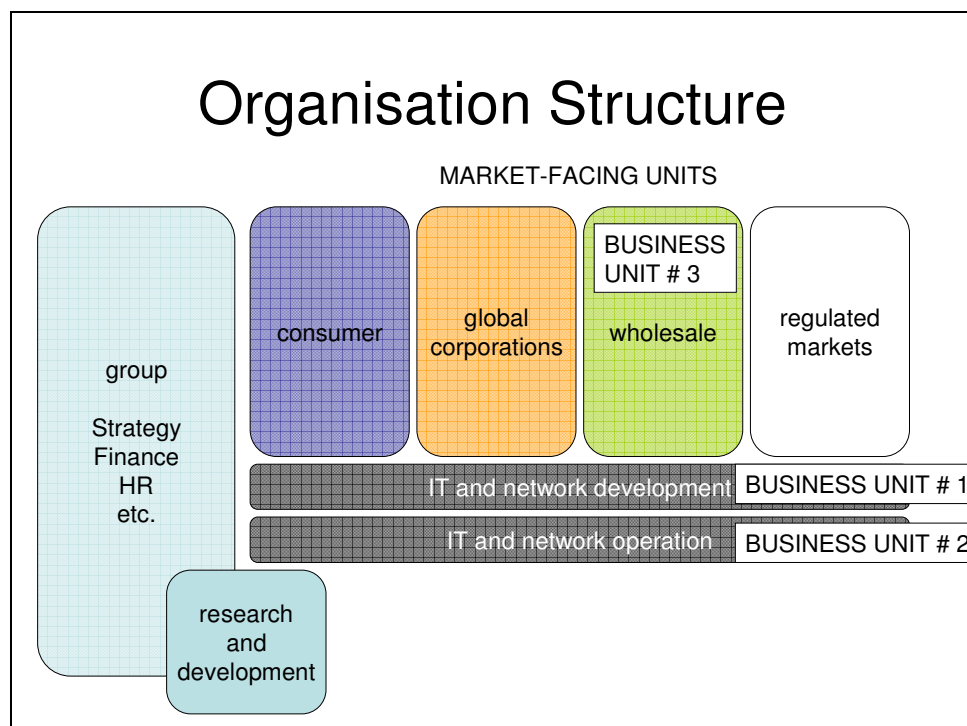


Figure 5.4 - Organisation Structure and embedded units of analysis

Business unit # 1 was found to be responsible for IT and network development. It employed approximately 18,000 largely desk-based knowledge workers, and comprised a management team, some of whom had pioneered the use of Enterprise2.0 both within and outside the organisation

under study. Business unit # 2 was found to be responsible for IT and network operations and employed approximately 18,000 people, including a substantial field-force. Business unit # 3 was found to be a market-facing unit, responsible for discharging the organisations wholesale business, and employed approximately 4000 people including a mix of sales, marketing, product, operational and customer service agents.

5.1.3 Enterprise2.0 adoption

This section will describe the adoption of Enterprise2.0 technology within the organisation under study, using the framework developed by Pettigrew and Whipp (1991) to describe the dimensions of strategic change. As outlined in chapter 4, twelve interviews were undertaken with informants from the central Group functions, responsible for policy, strategy and oversight. These informants included representation from Group HR, Group Communications, Group Security, Group Service Operations and Research and Development. In addition, an external communications consultant and a union representative were also interviewed. This section will utilise the field notes from these interviews to provide further contextualisation to the case, and thus emphasise the rare and revelatory nature of the case.

Context – THE WHERE - External

Much of the external context was discussed in chapter 1, however with respect to the organisation under study it itself has externally discussed the benefits to business of such technology, as this extract from a recent magazine for shareholders shows. With specific reference to Web2.0 technologies, the article quoted the programme manager responsible for convergence:

“A few years ago it was enough to upload a few web ‘brochure’ pages. Now customers expect things like online ordering, click to call, videos, podcasts, online communities and the interactive functions they’re familiar with on applications such as Facebook and MySpace.”

Context – THE WHERE - Internal

Following the appointment in 2004 of a new CEO to lead the business unit responsible for IT and network development and operations, the ethos and use of Enterprise2.0 technologies was seen to become more prominent within the organisation. One informant from group HR explained that this newly appointed leader *'...would invite Web2.0 advocates into [their] presentations... and challenged (the leadership team) to go away and do a podcast'*. Following the appointment of the new CEO, a significant number of new appointments to the management team followed and in 2006, one of the contributors to McAfee's original paper and described as an *'outspoken advocate'* of Enterprise2.0 technology joined the organisation, with responsibility for Enterprise2.0, and Strategy and Innovation. One informant, who had worked with this individual in both previous and current roles (including during the time of McAfee's original study into Enterprise2.0 adoption within Dresdner Kleinwort Wasserstein), explained *'[they] (have) a very interesting approach to [their] corporate email... [they] tell you to contact [them] through <individual's external blog site>...'*

The management changes increased the focus on Enterprise2.0 within the organisation, and resulted in fundamental changes to the way the organisation operated. For example, blogs and podcasts were found to be used in leadership communications, corporate blogging policies, guidelines and tools have been established, and standardised tools have been selected and deployed across the organisation to support project- or organisation-based wiki's. Existing communication channels have been extended to include RSS¹ news-feeds. In 2005, the annual report highlighted that *'senior management web chats and web cast briefings'* were used as part of a range of employee communication channels. An internal version of Wikipedia and an internal version of MySpace have also been launched, and the online news service has been extended to include spaces for discussion. Many of these tools were found to be accessible directly from the organisations intranet

¹ Really Simple Syndication

homepage. The professional communities of interest have also extensively deployed this technology to share information and create communities of interest and more recently, an initiative to encourage people to create video podcasts as part of the learning and development agenda have been piloted. It was also found that Second-life style avatars were being used as part of a Web2.0 talent academy, which an informant from group HR, and responsible for engagement explained had been created to *'get our younger and emerging talent to get it and enthuse others about Web2.0'*. In addition, a number of campaigns such as *'Be the Revolution'* and *'How good is your mash-up?²'* had been launched to encourage use and a range of social media were found to have been used during the recent pension consultation. In its feedback report, the organisation reported that slightly more feedback was received by the email channel than via the helpline.

Process – THE HOW

One informant from the Group Security function explained that around four to five years ago, the CEO and key members of the new IT management team were seen as *'pioneers of liberalisation'*, but that it had not been easy. They went on to describe some of the organisational challenges, explaining that the organisations culture was like the *'civil service mindset of the 80's and 90's'* and that in order to secure early policy changes *'it had to go to the top...it needed <CEO's> sponsorship'*. Another informant from Group Communications cited HR as *'blinkered'*, internal communications teams that felt they *'must be gatekeepers'* and the IT governance processes as potential barriers since *'you can't get a business case for social media'*. The union representative observed that whilst previous interventions such as newsgroups were *'bottom-up'* and *'naturally evolved'*, blogs were established in a *'top-down'* way and that whilst newsgroups provided *'some very honest views on things...I don't see leaders replying to newsgroups'*.

² an application that provides a customised response to a user query by polling for information from multiple sources

A number of informants reported that the behavioural targeting controversy had stimulated an online employee debate, both internally and externally, which resulted in a number of policy changes, including *'some discussion about creating an internal environment to stop the external blogs'* (Union representative), and another informant reported that with respect to the internal discussion forums, consideration had been given as to whether these *'should be stopped'* (Group Service Operations). It appeared however that instead of the forums being closed down, they now *'require a login...they have changed things, so someone knows who you are'* (Union representative). The informant from the Group Communications function discussed this policy change, and stated that whilst *'security would have insisted on it anyway'*, the ethos of the Enterprise2.0 toolsets was one where *'being anonymous means it is not a valuable conversation'*.

The pace of change was discussed by a number of informants, and most seemed to feel that it was slower than anticipated. One informant who joined from a competitor organisation and was now part of the group HR function, responsible for engagement stated *'adoption is low to medium here'* and that *'people say they have no time, and see it as an extra task...(and) with the sense that everyone is watching them it closes down'*. One informant, responsible for Group Service Operations, observed that *'usage across <organisation> is evolving'* and with respect to blogs whilst there is *'interest...it is not universally taken up, it is not industrialised...it is personally, rather than corporately, sponsored, and the true potential is not being realised'*. Finally, one informant, who was part of the new management team recruited into the IT department, and who worked in the organisation described in McAfee's original paper on Enterprise2.0, and alongside one of the main contributors to that study observed that the case study organisation *'is slightly behind the curve...reasonably conservative'* but that this was *'probably not a terrible thing'* since *'in <previous organisation>, we were spraying around experimental stuff, but we were relatively small early*

adopters...you have to deal with massive scale...(and) the <organisation> qualities of reliability and quality'.

Content – THE WHAT

Pettigrew and Whipp described the aspects of the change relating to the objectives, purpose and goals of the change, as well as the way it was measured and assessed - the What - as the Content. This section will describe these aspects of the implementation.

In a recent communication, the Group CEO wrote that:

'While I respond to all my emails, I know that online chats are one of the most popular communication channels in <organisation>. The reason we all enjoy them is that questions and answers are very quick and direct. You also see what interests people in various parts of the business. So, please join an online chat by pitching in with a question or watching the dialogue developing on screen.'

The objectives of adopting Enterprise2.0 were variously described by others as - in order to *'take advantage of the 2.0 marketplace'* (HR Organisation Development), to show that the organisation *'understands Web2.0, and...demonstrate our aptitude is high'* (Group Security), to *'use what we sell'* and to exploit the technologies to *'be faster, and more agile, particularly with the global economy, the crash and the heavy emphasis on cost cutting'* (Group HR), that *'you need to find ways to chat over the water fountain or cooler, and not see people everyday'* (Research and Development). The informant from the Group Communications function believed that Enterprise2.0 *'fundamentally changes the comms landscape'* and explained that the medium *'deregulates'* the *'monopoly'* previously held by the employer, and that one of the most powerful aspects was *'tapping into the lifestream of the organisation'*. A number of informants talked about the democratising nature of the interventions, and one said *'it makes the management decision more transparent...open to question...it protects, it legitimises and it enables*

people to keep an eye on what is going on...people feel empowered and their voice is heard' (new member of IT management team), although this informant also felt that leaders engage because they knew it was *'fashionable and important'* and the external communications consultant observed that *'a lot of blogging is what I would call 'vanity publishing', and that 'sometimes I mistrust the motive'.*

Finally, in terms of the role and view of the union, the informants reported that unions *'really support open communication, when we ran the pensions webcasts, they were all up for that'* (Group HR) and that *'the only issue with the unions was around rating'* (Group Communications). A representative from one of the unions however reported that the union was *'unhappy with the security policy around blogging...it was quite restrictive'* and went on to observe that the organisation is a *'long way'* from people feeling these were a safe and open method of communication and that *'people are quite careful in their postings'* stating that even a member of the IT development management team, one of the original informants in McAfees study, and whose external blogs were *'world-famous'* did not openly declare that they worked for the organisation. The union representative went on to say that *'I hear of people who are disciplined...they do get accused of...unprofessional behaviour, just for disagreeing'* and that they saw evidence *'that our seniors really do not want increased levels of participation...in fact they would prefer the opposite...people should do what they are told and views that don't align...should not be expressed'*. The representative also felt that since the organisation is *'looking for excuses to discipline people'* it meant that *'we are a long way from...free expression and equal views...the trust is just not there'.*

Another informant, responsible for Group Service Operations, considered the impact of the current environment:

'With the current climate and cost pressure, I can see a more authoritarian rule, this will kill debate and there will be less consensus...I wonder whether the benefits of consensual tools in this

kind of company climate, I think we will enter a phase of 'tell'...some of this stuff will die. We are moving into a 'climate of fear' where people won't raise their head, and present an excuse to be singled out. The climate is not conducive to open debate, we are downsizing. The culture is not as open'

5.2 Study Findings

This section will provide descriptive data with respect to the interviews undertaken as part of the main study, and will explain the development of the coding model and report the detailed findings.

5.2.1 Descriptive Data

As outlined in chapter 4, 21 interviews were undertaken across three business units and at multiple levels in the organisation. The table below summarises the interviews that were conducted, and upon which the findings are based. The data is based upon informant responses recorded as part of the interview, where informants were asked to 'self-elect' the level at which they worked.

	Business Unit # 1	Business Unit # 2	Business Unit # 3	Total:
Leader	3	2	4	9
Middle-manager / supervisor	3	4	2	9
Worker	1	2	0	3
Total:	7	8	6	21

Figure 5.5 - Interview Sample

5.2.2 Development of the coding model

Chapter 4 broadly outlined the approach taking to the development of the coding model. The full model is shown in Appendix L with a full set of node descriptions shown in Appendix M. By way of introduction, the coding model

is summarised in the diagram below, along with an explanation of each top-level node.

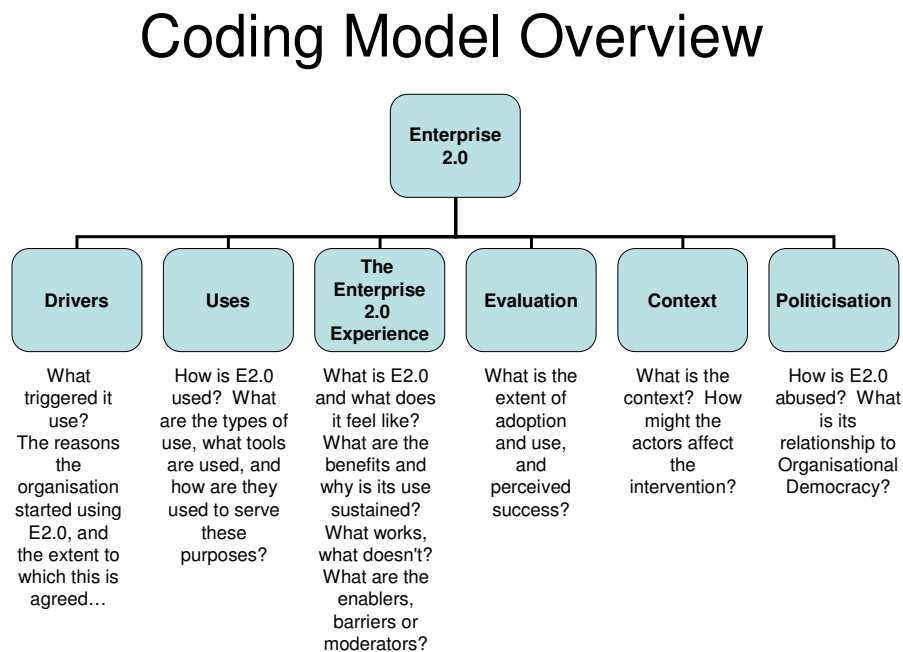


Figure 5.6 - Coding Model Overview

5.2.3 Detailed Findings

This section will summarise each of the topics or themes identified through the coding process, summarise the supporting evidence for each of these themes and report the detailed findings.

DRIVERS

The Drivers node was used to code those responses that indicated what triggered the use of Enterprise2.0 within the organisation. The table below summarises each of the drivers identified and shows the evidence for creating each of these. For each of the themes identified, a count is included that shows how many times the theme was referenced, and in which business units. An exemplary quotation is also included that characterises the nature of

the responses. Further analysis was also undertaken, this is shown in Appendix N.

Topic / Theme		Total Count	Business Unit	Exemplary Quotation
Drivers What triggered the use of Enterprise2.0, what benefits were anticipated, what were the expectations, what were the drivers?	Business Driven for Business reasons, such as market positioning or cost containment	16	1,2,3	<i>"I remember we had a number of conversions at that time around what it meant for [organisation], partly from a product perspective...it brought big opportunities because at that time there was nobody around who was good at it, because...it was new"</i>
	Engagement Driven by a desire to engage, or an expectation that it could enhance engagement	21	1,2,3	<i>"[business unit CEO] strives to be seen as much more open...much more accessible...much more prepared to talk to...our people...I think it is a way of addressing the issue of our senior leaders, in fact our most senior leader in the organisation being seen as accessible..."</i>
	Fashion Driven by trend, fashion or fad, or expectation that this was seen as the right thing to do	24	1,2,3	<i>"...[business unit CEO] is quite an advocate of Web2.0 [aren't they] and [they] use wikis, and to be blunt the reason I used wikis in the first place is because of [business unit CEO]"</i>
	Collaboration Driven by a desire to enhance collaborative working (including information or knowledge sharing), or an expectation that it could help	12	1,2,3	<i>"...what we are trying to do...is get a...community environment going, where we can have a sharing of ideas...social networking but applied in a work environment, all based...around...the common theme we have"</i>

Figure 5.7 - Evidence for Topics / Themes - Drivers

USES

The Uses node was used to record for what purposes Enterprise2.0 was deployed within the organisation, that is, the things that Enterprise2.0 was actually used for within the organisation, which tools were used, how their use was integrated into business, and what was the process through which the tools were used for these purposes. The table below summarises each of the identified Uses and shows the evidence that supports the creation of each of these nodes, through an exemplary quotation. The number of times each

theme was referenced is also shown, and in which business units. Further analysis was undertaken, including a comparison between the stated drivers and the stated uses. This analysis is included in Appendix O.

Topic / Theme		Total Count	Business Unit	Exemplary Quotation
Uses For what purposes is it being used - which tools are used, and how is their use integrated into the business (the process through which the tools are used for these purposes)?	Briefings Used for management briefings	18	2,3	"...after every set of quarterly results, [business unit CEO], and [business unit CFO] will host...a webcast or a livemeeting...they will go through the set of results and particularly what it means for [business unit] and its people..."
	Community Used to develop a community of interest or as a means to develop a network	36	1,2,3	"I used the [communities of interest] one a lot...I did actually find it particularly useful...I was almost finishing one career and starting another one...and I was looking to get my professional qualifications...it did give me a lot of information about what I should be doing..."
	Senior Leadership Engagement Used to drive senior leadership engagement	38	1,2,3	"its really from very senior leaders right to the masses...[business unit CEO] has a blog...where pretty much anybody asks any question"
	Knowledge Sharing Used to share knowledge or information	18	1,2,3	"...people getting involved in doing podcasts themselves...there are a group of [advocacy network members] working with a group of apprentices on podcasts to do that sharing (of) best practice"
	Discussion Forum Used to facilitate discussion	11	1,2,3	"...the best blog that I've seen within [organisation]...was when someone posted something about the showers in [HQ building] not working, and that created a huge amount of interest, and....some really really amusing insights"

Figure 5.8 – Evidence for Topics / Themes - Uses

THE ENTERPRISE2.0 EXPERIENCE / EVALUATION

A significant number of comments were made regarding the characteristics and attributes associated with the use of the tools within the organisation under study, and are described here collectively as The Enterprise2.0 Experience.

The table below shows each of the topics and themes identified, and the evidence for including each of these topics and themes, including a count of

how many times the topic was referenced, in which business units and through the use of an exemplary quotation. Further analysis was undertaken with respect to the nodes relating to The Enterprise2.0 Experience, and this is included in Appendix P.

The table below also shows the topics associated with the Evaluation node. This node was created to codify responses regarding how people viewed or assessed the interventions. Since McAfee (2006) originally described Enterprise2.0 as emergent, of particular interest to this study were questions regarding recognition, and perceptions regarding the level of adoption (or 'adoption maturity') in order to allow assessment to be made of the importance placed on the use of the technology, and how the actual experience compared to expectations. Further analysis was undertaken on these nodes, and this is included in Appendix Q.

Topic / Theme		Total Count	Business Unit	Exemplary Quotation
The Enterprise2.0 Experience What is Enterprise2.0 and what is it like, what are the characteristics that people describe, observe or associate with the interventions, either positively (strengths) or negatively (weaknesses, problems), how useful is it and why is its use sustained - what are the experienced benefits or other reasons it is maintained? Does it do something new, act as an alternative, or a substitute? What works, what doesn't?	Utility How fit for purpose and fit for use is are the interventions?	669	1,2,3	<i>"I'd...just pop onto [intervention]...think who do I know who might know anything about this...I mean [intervention] is just there in the corner of my screen all the time...theres no overhead...so for me it becomes...very very much about the convenience of the tool"</i>
	Communicative Style How the interventions act as a channel of communication within the organisation	671	1,2,3	<i>"without the time to prepare a PC-type answer you generally get more of an honest one"</i> <i>"I think sometimes there is a lack of real honesty and answers are rather calculated"</i>
	Benefits What are the experienced benefits, or other reasons it is maintained? What outcomes of value are observed?	321	1,2,3	<i>"its an extremely efficient way of reaching a large number of people, both time wise and cost-wise"</i>
Evaluation What is the extent of adoption and use. Overall, how do people view or assess the interventions?	Recognition The level of recognition of Enterprise2.0 interventions, e.g. is it recognised, or easily forgotten	57	1,2,3	<i>"I had never heard of it, until you mentioned it...I don't even know what Enterprise2.0 is...wikis I have never heard of, blogs naturally yes, but wikis no"</i>
	Adoption Maturity What is the maturity of adoption on a personal, people and organisational level	390	1,2,3	<i>"its taken very seriously...but I think we are very much poised at the beginning...I think we've got a long way to go"</i>
	Vs. Expectations How do peoples encounters compare with expectations	45	1,2,3	<i>"I think the assumption in those days was that the take off would be a lot faster corporately than actually...has been the case...we felt that more of the technology would run faster within the organisation, get a quicker take up of...blogs, wikis...than perhaps has been the case"</i>

Figure 5.9 - Evidence for Topics / Themes - The Enterprise2.0 Experience / Evaluation

EVALUATION

As well as the Evaluation themes shown in figure 5.9, the Evaluation node was also used to code responses that described the Nature Of Engagement, in order to assess whether the communication was one- or two- way, or was perceived as creating a '*meaningful conversation*', as well who or what informants perceived as the Beneficiary of the interventions in order to answer the question '*whose purpose is served?*'

In terms of the Nature Of Engagement, this node was used to codify responses relating to the quality of the dialogue, considering whether the dialogue was one-way, two-way, as well as levels of participation, level of discourse etc., and in order to assess whether the interventions resulted in '*meaningful conversations*'. The table below summarises the informants responses, and shows that regardless of level, or business unit, predominantly people felt that the level of participation created by these technologies was '*informing*', that is a more one-way conversation from the leaders to the workers.

	Business Unit # 1	Business Unit # 2	Business Unit # 3
Leader	<i>"it is a weak substitute for personal interaction...I would say its limiting from that perspective, its better than not doing it and its good for broad dissemination, but I don't think you can get the pulse of the community from that"</i>	<i>"I think it's a suspicion...about...is this really...people genuinely wanting to have a debate and a real dialogue or is it...an electronic version of the old 1-way propaganda that used to come down"</i>	<i>"it tends to be pretty much question and answer...it tends to be more of a we're gonna tell you what we're doing and we'll take some questions to aid understanding...a show and tell kind of thing, rather than a consultation...its not really a conversation, it is a q and a"</i>
Middle-manager / Supervisor	<i>"its more kind of asking questions, looking for a 1-line answer...its very short, you know here is the question, here is the answer...I wouldn't really call it a conversation"</i>	<i>"there is a stiltedness to the conversation...it is still a bit 1-way"</i> <i>"people would raise questions and got 1-liner answers"</i>	<i>"its not a general consultation...theres no scope for making it a discussion"</i> <i>"...its a 2-stroke tennis match, a question, you hit it back, game over"</i>
Worker	<i>"I would say it is there to inform and...give access to information to hopefully get their viewpoints across, but apart from that, erm, yeah"</i>	<i>"I have doubts about just how realistic the conversation coming from the workers to the upper ranks really is"</i>	No informants

Figure 5.10 – Nature of Engagement

Further analysis was undertaken on these findings, this is included in Appendix R.

Finally, a Beneficiary node was created to codify responses relating to questions such as *'whose purpose is served?'* and *'who benefits?'* The table below summarises findings for this aspect, showing for each level of the organisational strata who (or what) they felt was the Beneficiary of the intervention. Where people felt the benefit was wider than one particular group or benefited the organisation at large, this is shown:

		Perceived Beneficiary					
		Leader	Middle- manager / supervisor	Worker	Organisation	Not stated / Not known	
R	Leader	4		1	3	1	9
O	Middle- manager /	1			5	3	9
L	supervisor						
E	Worker	1			1	1	3
	Total:	6		1	9	5	21

Figure 5.11 - Beneficiary

This table shows that across the sample, the majority of people felt that the organisation was the ultimate Beneficiary. However, further analysis was undertaken on these findings, this is included in Appendix S.

CONTEXT

A number of environmental factors were described by informants that could affect the interventions and these were seen to provide important context to the study, as well as to provide cross-case comparison and to potentially distil the underlying mechanisms that might be at play. These responses were coded to a Context node. In line with Pettigrew and Whipp (1993), these included factors that were either Internal or External to the organisation, and, informed by the literature review, responses relating to the role of various organisational actors and how their actions may impact the interventions were also coded here. Collectively these nodes aimed to add rich, but relevant contextual data that will allow the impact of each of the factors to be considered. This structure also allowed the findings to be interpreted through the lens of organisational democracy, and the associated fields of organisation politics and power, with these aspects discussed in detail in chapter 6. For each contextual condition, a table is used to provide evidence

that the condition is relevant and includes an explanation as to how each contextual condition was viewed in each business unit and how this affected the interventions. This approach allowed cross-case comparisons to be made. For each contextual condition identified, an exemplary quotation is included that characterises the nature of the responses relating to that particular factor in each of the business units.

CONTEXT – EXTERNAL FACTORS

In terms of External factors, one sub-node was created here – Financial Crisis. This node considered how people perceived the impact caused by the financial crisis or the resultant consequences within the organisation. The table below shows how this contextual factor was viewed in each of the three business units, with an explanation of how this contextual condition appeared to affect the intervention in each business unit.

		Business Unit # 1	Business Unit # 2	Business Unit # 3
		Employee Engagement LOW Enterprise2.0 Adoption HIGH	Employee Engagement MODEST Enterprise2.0 Adoption MODERATE	Employee Engagement HIGH Enterprise2.0 Adoption MINIMAL
Contextual Condition		Explanation and Exemplary Quote	Explanation and Exemplary Quote	Explanation and Exemplary Quote
External	Financial Crisis	<p>People felt that the External Financial Crisis was restricting the amount of debate seen on the interventions</p> <p><i>"not seen anything controversial...I suppose if people were more confident and we weren't in the climate we are at the moment you may get more... challenging questions, but I think at the moment things are pretty tough and people might be a bit more reserved in the questions that they might ask"</i></p>	<p>People felt that the External Financial Crisis was restricting the amount of debate seen on the interventions</p> <p><i>"...it could be about the current climate where everyone is a bit afraid about what to say, to say out loud, performance issues, it's a delicate time we are in I think at the moment"</i></p>	<p>People felt that the External Financial Crisis was restricting the amount of debate seen on the interventions</p> <p><i>"in the current climate where people are thinking you know, you would probably not want to associate yourself on a web site saying [business unit # 3] is rubbish or whatever..."</i></p>
The way people perceive that specific external environmental factors could or do affect the interventions	How people perceive the impact caused by the financial crisis or the consequences within the organisation			

Figure 5.12 - Evidence for the contextual conditions - External - Financial Crisis

Across the organisation, people felt that the financial crisis being experienced at the time of the study could stifle the interventions.

CONTEXT – INTERNAL FACTORS

In terms of the Internal environment, the first of the contextual conditions identified was whether individuals felt it was Safe To Speak Up. The table below shows how this contextual factor was viewed in each of the three business units.

		Business Unit # 1	Business Unit # 2	Business Unit # 3
		Employee Engagement LOW Enterprise2.0 Adoption HIGH	Employee Engagement MODEST Enterprise2.0 Adoption MODERATE	Employee Engagement HIGH Enterprise2.0 Adoption MINIMAL
Contextual Condition		Explanation and Exemplary Quote	Explanation and Exemplary Quote	Explanation and Exemplary Quote
Internal	Safe To Speak Up	<p>In this business unit, people were hesitant about speaking up and this was seen as a constraining factor</p> <p><i>"I think you are...encouraged to do so, but does it mean its safe, it all depends what you mean by safe, but I still think people tend not to because they are not confident it is safe, its encouraged obviously, but...people would think twice about posting certain things I would have thought"</i></p>	<p>In this business unit, whilst people did speak up, this did not translate onto the technology</p> <p><i>"when we did the [strategy roadshows] there was a lot more cynicism about [new network] than has come through on the blog you know many of the subjects are the same, you know stuff about spares but comparatively...in a controlled and pleasant way"</i></p>	<p>In this business unit, whilst engagement levels were described as high, this did not translate onto the technology</p> <p><i>"...what was interesting today is on this...online chat...the two people chose to remain anonymous, so I think there is something there...as people don't feel they can speak up where maybe they could, whereas from [employee engagement survey] they say that they do feel it is safe to speak up, but todays experience would suggest that actually there are some issues that people don't feel confident about, about putting their name to"</i></p>
The way people perceive that specific internal environmental factors, such as culture, could or do affect the interventions	The way people perceive whether or not it is safe to speak up affects the intervention			

Figure 5.13 - Evidence for the contextual conditions - Internal - Safe To Speak Up

Views on whether it was Safe To Speak Up were more prevalent in business unit # 1, and one informant compared two units, and stated that *"in [business unit # 1], people seem to be frightened of stepping out of line, whereas within [business unit # 2]...it would appear they are encouraged to give their views"* (Middle-manager D, Business Unit # 2). However, in business unit #2 and # 3, it appeared that whilst people felt that engagement was good or that they could speak up, there was evidence that this had not translated into open conversations through the Enterprise2.0 interventions. It appeared that people must feel 'very safe' to speak up via the technology and in order to establish meaningful conversation, and that even where engagement levels would have ensured interaction at other events, this may not have been enough when using the technology.

The second of the internal factors, was that of the sense of Community felt by individuals within the organisation. The table below shows how this contextual factor was viewed in each of the three business units.

		Business Unit # 1	Business Unit # 2	Business Unit # 3
		Employee Engagement LOW Enterprise2.0 Adoption HIGH	Employee Engagement MODEST Enterprise2.0 Adoption MODERATE	Employee Engagement HIGH Enterprise2.0 Adoption MINIMAL
Contextual Condition		Explanation and Exemplary Quote	Explanation and Exemplary Quote	Explanation and Exemplary Quote
Internal	Community	<p>In this business unit people felt a closer affiliation to their team, and hence the interventions were seen to be more successful at this level</p> <p><i>"it works intra-team I would say (more) than it works up and down"</i></p>	<p>In this business unit people felt an affiliation to parallel organisational networks such as management groups, or advocacy networks, and the interventions were seen to be more successful at this level</p> <p><i>I have got a sense of...[advocacy network]...the...very nature of the guys who are in the community, are very interested in the technology and trying to engage people in very creative and innovative ways...have got that perspective"</i></p>	<p>In this business unit, people did not feel an affiliation to the organisation and this was seen as a reason the interventions were failing</p> <p><i>"feeling part of the community...I don't think it works for me...if I felt part of the community I would take a view...I tend to be more focused on what I'm doing...I'd rather spend time doing my stuff and my teams stuff rather than wider...maybe the fact the people in [business unit # 3] the interests are just too disparate..."</i></p>

Figure 5.14 - Evidence for the contextual conditions - Internal - Community

In business unit # 1, there was a strong sense that people were disconnected from the leadership, and so the affiliation was more within the team. In business unit # 2, people felt a strong affiliation to parallel organisational networks, and the interventions were seen to be more successful at these levels. In business unit # 3, people seemed to prioritise their individual concerns, and so did not feel they needed to participate. In all cases, it appeared that the sense of affiliation one felt within the organisation would affect with which interventions people chose or chose not to participate in.

The third of the internal factors was that of the Demographic nature of the organisation, that is, concerned with age and the nature of work. Again, the table below shows how this contextual factor was viewed in each of the three business units.

		Business Unit # 1	Business Unit # 2	Business Unit # 3
		Employee Engagement LOW Enterprise2.0 Adoption HIGH	Employee Engagement MODEST Enterprise2.0 Adoption MODERATE	Employee Engagement HIGH Enterprise2.0 Adoption MINIMAL
Contextual Condition		Explanation and Exemplary Quote	Explanation and Exemplary Quote	Explanation and Exemplary Quote
Internal	Demographic	<p>The interventions were seen to be successful in this business unit in part because the workforce were conversant with technology</p> <p><i>"when we're working with IT techy people it probably appeals to them"</i></p>	<p>The age profile and the nature of the work (field force) in this business unit were seen as factors that limited the success of the technology</p> <p><i>"so the average age across our field community is...40...so...you have people who are not familiar with the technology or they may not have access to it...and...it may be prohibitive to a certain audience"</i></p>	<p>The nature of the work (customer service agents) and the expectations wrt. efficiency were seen as prohibitive in this business unit</p> <p><i>"I mean I do know there is a much heavier drive for ...effectiveness measures for customer service agents in [business unit # 3] and it may impact their ability to get engaged and be involved in these debates..."</i></p>

Figure 5.15 - Evidence for the contextual conditions - Internal – Demographic

In business unit # 1, people felt the nature of the workforce, which was generally younger, IT literate and desk-based was an explanation as to why there was more widespread appetite for the technologies. Age was repeatedly cited as a limiting factor in business unit # 2, and in business unit # 2 and # 3 the nature of the work, or associated time or business pressures, were seen as limiting factors, for example, it was felt that those in the field force, on shift or rota or in customer service environments would have less opportunity to join in. In summary it appeared that the propensity to use the technology, the ability to use the technology and factors such as age and nature of work could affect success.

The fourth of the internal factors was that of Culture. That is the ways in which people perceived the culture and the associated organisational development initiatives had impacted the interventions. The table below shows how this contextual factor was viewed in each of the three business units.

		Business Unit # 1	Business Unit # 2	Business Unit # 3
		Employee Engagement LOW Enterprise2.0 Adoption HIGH	Employee Engagement MODEST Enterprise2.0 Adoption MODERATE	Employee Engagement HIGH Enterprise2.0 Adoption MINIMAL
Contextual Condition		Explanation and Exemplary Quote	Explanation and Exemplary Quote	Explanation and Exemplary Quote
Internal The way people perceive that specific internal environmental factors, such as culture, could or do affect the interventions	Culture The ways in which people perceive the culture has impacted the interventions	People do not expect to be heard <i>"I don't think they're unhappy at being challenged but they won't bend as a result"</i>	People experience engagement with their leaders <i>"from the very beginning we coached our leaders to...be appreciative of an open question and often an open or tense question can be a sign...of someone who is very highly frustrated and if answered correctly, they can become an advocate"</i>	People expect conversation to be closed down <i>"if someone raises something unpalatable, then the management approach is actually to close it down as quickly as possible"</i>

Figure 5.16 - Evidence for the contextual conditions - Internal - Culture

In business unit # 1 whilst people were encouraged to speak up, they didn't expect to be heard, or for things to change as a result of any conversation or dialogue. In business unit # 2, people had experienced their leaders engaging, and in business unit # 3, people expected conversation to be closed down. It appeared that the culture and particularly a genuine openness to dialogue were key to success.

In general, most people reported that the introduction of the technology had not been accompanied by any training or other initiatives, however in business unit # 1, the forward focus was on training in the technology, in business unit # 2 and # 3, the focus was on facilitating the leadership to have meaningful conversation, with business unit # 2 having completed a leadership development programme and business unit # 3 planning a similar programme. Informants from business unit # 2 and # 3 also felt that the interventions could benefit from a programme that assisted workers in raising their points constructively, but neither appeared to have any plans to implement this.

CONTEXT - ACTORS

In terms of the role of different organisational actors, this was sub-divided into Leaders, Middle-managers, Workers and Union, and the highest number of comments were found to relate to the role that people perceive Leaders or the

leadership style of the organisation could affect the interventions, or the way it did affect the intervention. The table below shows how this contextual factor was viewed (for Leaders) in each of the three business units.

		Business Unit # 1	Business Unit # 2	Business Unit # 3
		Employee Engagement LOW Enterprise2.0 Adoption HIGH	Employee Engagement MODEST Enterprise2.0 Adoption MODERATE	Employee Engagement HIGH Enterprise2.0 Adoption MINIMAL
Contextual Condition		Explanation and Exemplary Quote	Explanation and Exemplary Quote	Explanation and Exemplary Quote
Actors	Leaders	<p>In this business unit, people felt that the autocratic leadership inhibited online discussion leading to a superficial discussion</p> <p><i>"it's a very personal thing, and I think this is about [business unit CEO's] style rather...than the medium...so while [they] would like to be seen as open, accessible and involved in a dialogue, [they] still very much position [themselves] as the person in charge, so therefore if [they]...get a comment on the blog, if [they] (don't) agree with it [they] can be quite sharp in the way that [they] respond...there is a bit of a tension there...it is one thing to be open and to encourage other people to be open, actually not having the right mindset to use it..."</i></p>	<p>In this business unit, the emphasis was on 'authentic' leadership adoption</p> <p><i>"we very much want the leaders to have their own tone of voice and we very much try to get it so we suggest they put it in their diary say two times a week to look at their blog, or something like that, we prefer them to do it, because we don't think its very authentic if they don't do it, we might give them advice and stuff, but we do, we do (want the message to come from them)..."</i></p>	<p>In this business unit, it was felt the leader was not comfortable with the technology and that this inhibited its use</p> <p><i>"I think theres a bit of work to be done...for [business unit CEO] to just feel confident of using this as a means of having a conversation with people in [their] business"</i></p>

Figure 5.17 - Evidence for contextual conditions - Actors - Leaders

In business unit # 1, much of the commentary was on how the autocratic style of the leader suppressed discussion, in business unit # 2, people spoke of a more authentic and participative style of leadership, but that whilst this created more discussion in some events, this did not appear to translate in terms of the technology. In business unit # 3, people commented on how the CEO did not appear to embrace the technology and there was sometimes a mixed message regarding engagement. People felt that if the CEO was not leading by example, it was unlikely the Enterprise2.0 interventions would ever be successful. The leadership style and the way in which leaders interacted with and through the interventions seemed to be important.

In terms of organisational actors, the second largest number of comments was coded against the sub-node created for Middle-managers. This node was used to codify those responses that related to the role that people perceived managers (including Middle-managers or supervisors) or

management style of the organisation could affect the interventions, or the way it did affect the intervention. The table below shows how this contextual factor was viewed in each of the three business units.

		Business Unit # 1	Business Unit # 2	Business Unit # 3
		Employee Engagement LOW Enterprise2.0 Adoption HIGH	Employee Engagement MODEST Enterprise2.0 Adoption MODERATE	Employee Engagement HIGH Enterprise2.0 Adoption MINIMAL
Contextual Condition		Explanation and Exemplary Quote	Explanation and Exemplary Quote	Exemplary Quote
Actors	Middle-managers	<p>In this business unit, middle-managers were not seen to engage with Enterprise2.0</p> <p><i>"...they don't publicly blog in the same way...I think the tension there comes from who is controlling the flow of information...you do come across people who say well who said that, where have you found that out from ...and (that) would cause somebody at that level to try and shut it down...intervene in the conversation which...defies the perception of openness"</i></p>	<p>In this business unit, middle-managers were not seen to engage with Enterprise2.0</p> <p><i>"...they just don't basically play ball, refuse to use it, I haven't got time for that, some people can feel threatened by certain things, or exposed..."</i></p>	<p>In this business unit, middle-managers were not seen to engage with Enterprise2.0</p> <p><i>"I see much more of a drive and a push for blogging from the senior managers, I don't see so much in my teams, so yeah...my (direct reports) might have their own sites, (but) I don't see them automatically setting up their own...blogs"</i></p>
How people perceive the actions of various organisational actors and the impact it could have	The role that people perceive managers (including middle managers or supervisors) or management style of the organisation can affect the interventions, or the way it does affect the intervention			

Figure 5.18 - Evidence for the contextual conditions - Actors - Middle-managers

In general, and across the sample, it appeared that Middle-managers did not generally engage in the use of the technology and in some cases appeared to take steps to suppress debate. One informant explained that despite persistent attempts to encourage a general manager to provide a monthly update, this *"didn't girder him to actually do anything"* (Middle-manager G1, Business Unit # 3) and that he was disappointed, since *"it's the guys in the middle...who could do with better PR...could use it more, to communicate...and have a relationship with their people"* (Middle-manager G1, Business Unit # 3). One Middle-manager also reported that at strategy roadshows there were a *"number of people keeping quiet and afterwards they said to me their manager had asked them not to raise things, because of course it might reflect on the...manager"* (Middle-manager S, Business Unit # 2) and another Middle-manager reported that whilst *"the senior guys, the very senior guys just seem to have the luxury to embrace the technology...it just seems to be the middle management who just seem to be stuck"* (Middle-manager T, Business Unit # 2). In business unit # 3, there were concerns

over whether middle-managers were “*confident about the content*” (Leader S, Business Unit # 3) and that sometimes Middle-managers would “*bail out on a lot of messages*” and whereas “*a decent middle manager will say what have we learnt from it*” many were “*too lazy they opt out*” (Middle-manager G1, Business Unit # 3).

In terms of Workers, the table below shows how this contextual factor was viewed in each of the three business units.

		Business Unit # 1	Business Unit # 2	Business Unit # 3
		Employee Engagement LOW Enterprise2.0 Adoption HIGH	Employee Engagement MODEST Enterprise2.0 Adoption MODERATE	Employee Engagement HIGH Enterprise2.0 Adoption MINIMAL
Contextual Condition		Explanation and Exemplary Quote	Explanation and Exemplary Quote	Explanation and Exemplary Quote
Actors How people perceive the actions of various organisational actors and the impact it could have	Workers The role that people perceive employees or characteristics of specific job roles within the organisation can affect the interventions, or the way it does affect the intervention	In this business unit, it was felt that the interventions attracted a vocal minority “I kind of feel that on...webchats or bloggy type stuff, you either get the more controversial type people or people ask the more controversial questions”	In this business unit, it was felt that the reach of the intervention was low “I think its still a minority interest group who partake of them”	In this business unit, the level of interaction was low and not seen to be constructive “I think we on average get a couple of comments a month...if I look at whats on them...a lot of the other stuff is either senior people putting something on and trying to encourage comments back, and getting often not a lot or you know people who have a complaint of some sort...so not terribly helpful...quite a lot of the senior efforts to get more haven't (worked)...”

Figure 5.19 - Evidence for the contextual conditions - Actors - Workers

In general, Leaders commented that Worker participation left a lot to be desired, either because there was little participation, or that the participation was often negative, rather than positive. In business unit # 1 and # 3 in particular, people commented on the unconstructive nature of Worker comments. It appeared that good leadership alone would not galvanise success, and that Workers too have their role to play in successful adoption of the technology to engage in meaningful conversation.

In terms of the Union, the table below shows how this contextual factor was viewed in each of the three business units.

		Business Unit # 1	Business Unit # 2	Business Unit # 3
		Employee Engagement LOW Enterprise2.0 Adoption HIGH	Employee Engagement MODEST Enterprise2.0 Adoption MODERATE	Employee Engagement HIGH Enterprise2.0 Adoption MINIMAL
Contextual Condition		Explanation and Exemplary Quote	Explanation and Exemplary Quote	Explanation and Exemplary Quote
Actors	Union	<p>In this business unit, there was some expectation of tension, and there was no evidence of attempts to engage the unions in any way</p> <p><i>"I suppose with union and management there would be conflict maybe on some of the information that's been distributed"</i></p>	<p>In this business unit, unions had been proactively engaged</p> <p><i>"we have...let the unions know we wanted people to have their voice, but we haven't talked to them specifically about these technologies...we invited the unions to [intervention], I think they understand that we want to keep people informed in a way they never had before, and we never have a lack of questions and I think they're fine, they understand that we're trying to have a dialogue in the interests rather than keep something closed"</i></p>	<p>In this business unit, individuals used the interventions to raise industrial relations issues directly, and there was no evidence of attempts to engage the union in any way</p> <p><i>"people have actually used the blog to raise dissatisfaction with in general the industrial relations type of issue"</i></p>

Figure 5.20 - Evidence of the contextual conditions - Actors - Union

Whereas people saw some possible tensions in business unit # 1, in business unit # 2, there had been a concerted attempt to explain the participative approach to the Unions and whilst they had participated in some face-to-face events, this did not appear to have resulted in systematic engagement when using the technology, and one interviewee explained *"I've never been on a call where the union have an integral part to play in it"* but that they had attended online calls where the Union had used them to raise industrial relations type issues (Middle-manager V, Business Unit # 2). In business unit # 3, people in general commented that individuals had raised industrial relations type issues themselves using the interventions.

POLITICISATION

In order to codify responses that described how the technology was *'abused'* or used to serve political ends within the organisation, a Politicisation node was created. Examples might be the use of power or control, or the use of the technology to propagate messages that serve particular organisational interests. Two sub-nodes were created – By Workers and By Leaders.

With respect to Politicisation – By Workers, the table below shows each of the topics and themes identified, and the evidence for including each of these topics and themes, through use of an exemplary quotation. A count that

shows how many times each topic was referenced and in which business units is also included. Further analysis was undertaken with respect to these nodes, and this is included in Appendix T.

Topic / Theme		Total Count	Business Unit	Exemplary Quotation
<p>Politicisation – By Workers</p> <p>The use of the technology to serve political ends by those within the organisation, may include power, suppression, hiding behind the technology or other forms of abuse. What abuse is described, observed or associated with the intervention.</p> <p>By Workers</p>	<p>Don't Join In</p> <p>Workers do not join in or do not speak up</p>	183	1,2,3	<i>"you have a large body of people who keep their heads down don't want to be seen to be having an opinion about what the leadership are doing"</i>
	<p>Underground Networks</p> <p>Workers resort to using 'underground' less public or less official networks</p>	16	1,2,3	<i>"if it is working I suspect it is working on a smaller scale, where I wouldn't really see it"</i>
	<p>Airing Grievances</p> <p>Workers use the interventions to air personal grievances</p>	66	1,2,3	<i>"people bitch and moan about [business unit CEO]...they give off"</i>
	<p>Hide Behind Technology</p> <p>Workers exploit the anonymity or some other aspect of the technology or behave differently as a result</p>	48	1,2,3	<i>"when people find their voice through this technology...they have more of an emotional response through the technology... people might be swearing in their comments or very emotional...because they feel it is hidden"</i>
	<p>Organisational Non-Citizenship</p> <p>Workers may engage but not of on matters of importance to the organisation</p>	65	1,2,3	<i>"you won't get people going back to [business unit CEO] or the top team asking about strategy and detail"</i>

Figure 5.21 - Evidence for Topics / Themes - Politicisation - By Workers

In general, people commented on the fact that people did not join in, or when they did, it was more extreme or was not particularly constructive. It was hard to identify anyone, other than leaders, who participated in any way with the interventions. It also appeared that workers preferred to use more localised or well-established '*underground*' networks.

With respect to Politicisation – By Leaders, the table below shows each of the topics and themes identified, and the evidence for including each of these topics and themes, through use of an exemplary quotation. The table also shows how many times each topic was referenced, and in which business units. Further analysis was undertaken with respect to these nodes, and this is also included in Appendix T.

Topic / Theme		Total Count	Business Unit	Exemplary Quotation
<p>Politicisation – By Leaders</p> <p>The use of the technology to serve political ends by those within the organisation, may include power, suppression, hiding behind the technology or other forms of abuse. What abuse is described, observed or associated with the intervention.</p> <p>By Leaders</p>	<p>Propaganda</p> <p>Used to perpetuate the company line or for self-promotion</p>	137	1,2,3	<i>"I have been on blogs where it is clearly a management propaganda tool...it is sunny and upbeat and it never rains...people just see it as just another media medium for management to get the message across"</i>
	<p>Opting Out</p> <p>Leaders choose not to engage with the technology, or choose to 'ghost-write' their contributions</p>	136	1,2,3	<i>"it isn't...something that [business unit CEO] actually writes [themselves]"</i>
	<p>Suppress Debate</p> <p>Leaders suppress debate through agenda setting, the nature of their responses, taking the discussion offline or other controls</p>	85	1,2,3	<i>"someone was taken aside...to say...what you're putting on there is a bit much yeah, rein it in"</i>
				<i>"we generally try and close things down...what we will try and do is answer in such a way that no one else feels they should comment on it, or ask another question...generally the response has been one of try and close it down rather than allow it to run and run and let people have their say..."</i>
				<i>"leaders tend to lead the subject areas for debate...I don't know how much an individual could set the agenda"</i>
	<p>Seen To Be Doing Something</p> <p>Leaders adopt the technology for the sake of it</p>	47	1,2,3	<i>"the comms guys...put this forward...you know we must drive more of the debate you know onto this kind of media"</i>
	<p>Alternative To Face-to-Face</p> <p>Leaders use the technology as an alternative to face-to-face communication</p>	43	1,2,3	<i>"I don't have to travel all over the country all of the time, which is a clear benefit, I am quite busy and it eats up your time...in terms of me going over there and talking to people...it takes a big bite out of your calendar".</i>

Figure 5.22 - Evidence for Topics / Themes - Politicisation - By Leaders

Interestingly, leaders recognised their own abuses of the technology, and commented on how their motivations often appeared to be wrong, or that they used the technology in a way that served their own purposes. Their tendency to suppress debate in a number of different ways was also discussed.

6. DISCUSSION

This chapter will discuss the findings in more detail and relate them back to academic literature. Using the theoretically-informed and literature-based conceptualisation of organisational democracy, and the empirical data from the study, this section will also propose a model for using Enterprise2.0 as a mechanism for successfully creating more meaningful conversation within the organisation, and for overcoming the tensions identified. The research questions will be discussed, relating findings back to academic literature, and using the primary lens of organisational democracy, and the related fields of organisational politics and power. Since this study is considered theory-building, a set of propositions will be developed that also call upon wider theory to explain the possible mechanisms which underlie the study findings. In addition, the consequences for practice and academia will be discussed, as will the limitations of the study, which will lead to recommendations for further research. Conclusions, including the degree of contribution to knowledge made by the study will be summarised in chapter 7.

6.1 *Discussion of findings*

This study revealed that, despite widespread use, the term Enterprise2.0 or Web2.0 did not appear to be widely understood by actors, supporting the idea that this was still an '*emergent*' phenomenon (McAfee, 2006). There was some evidence that individuals were still making sense of the new technology and found it difficult to define and to describe their own engagement with it, although in the business unit with the highest adoption there was some evidence that people "*accept it as that's the way you do things*" (Leader P, Business Unit # 1).

Using Enterprise2.0 as a mechanism to facilitate more meaningful conversation between leaders and workers appeared to require substantial time, a sustained effort and trust on the part of both workers and managers for it to be successful and one informant stated "*I think there is fault on both*

sides, you know managers, leaders and workers as to why we are not being successful” (Leader C, Business Unit # 3). It appeared that there were a number of tensions that existed and therefore a number of delicate balances that need to be struck. For example, within the business unit with the highest adoption, there was evidence that over-use of the technology had resulted in further disillusionment in the workforce as leaders appeared to have used the technology as a substitute for face-to-face meetings.

It appears therefore that to be successful, organisations must have not only a desire to engage, but also a desire to adopt the broader, not just the technological, ethos of Enterprise2.0. In business unit # 1, which was confirmed as having high levels of adoption but low employee engagement, whilst the technology was available and people felt comfortable with it, the fact that people did not feel close to the leadership, did not expect to be heard, did not feel safe, or observed an autocratic leadership style penetrating the interventions, meant that the intervention was not felt to be overwhelmingly successful and attracted only a *‘vocal minority’*. Conversely in business unit # 3, which was seen to have the highest levels of engagement, but lowest adoption levels, the fact that the leader appeared personally uncomfortable and withdrawn from the technology appeared to mean whilst people did participate more widely, they did not use the technologies to speak up, did not feel a strong affiliation to the organisation through the technology and often found their conversations closed down if they raised issues through the technology.

For these and other reasons, whilst the interviewees perceived the technology to be important, they also perceived that the technology was not yet being exploited to its fullest extent, and generally saw the nature of the engagement as a way to *‘inform’*, and that this resulted in a largely one-way discussion. Although a general desire was expressed to find ways to make the technology more effective, most were not clear on how higher levels of participation and collaboration might be achieved. However through analysing the responses in detail, it was possible to identify those interventions that were working, and

those that were not and by comparing this data with the data on the expectations people had placed on the technology, the context into which the interventions were being deployed and the discrete set of characteristics associated with both successful and failing Enterprise2.0 experiences, it is possible to draw conclusions on how the different characteristics and attributes can moderate the success of the intervention. From this the following model was developed. This model summarises the tensions identified, describes the relationships and allows us to consider ways in which these may be overcome.

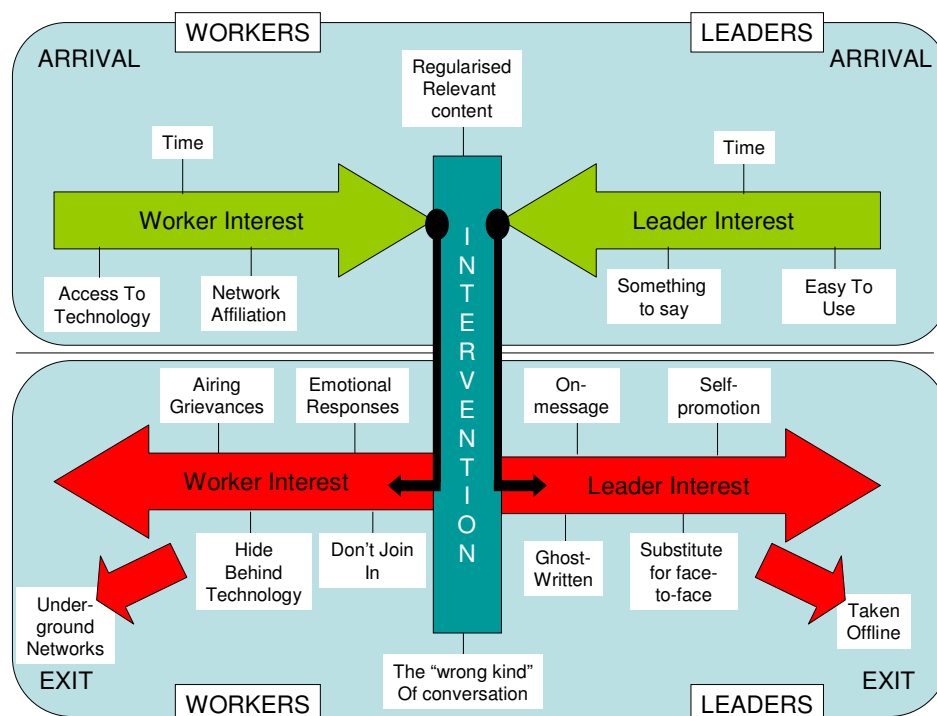


Figure 6.1 - A proposed model for using Enterprise2.0 as a mechanism to create meaningful conversation between leaders and workers

In order for leaders and workers to ‘arrive’ at an Enterprise2.0 intervention that connects them, both the leader and worker interests must be served. For both groups, time is an important antecedent. In addition, and at the most basic level, workers must have the ability to access the technology and feel comfortable with using the technology, and leaders must find the technology easy and intuitive to use. Beyond this, workers must sense some kind of

network affiliation, and leaders must have something to say. If these factors can be addressed, the intervention may be seen to deliver regularised, relevant content that might be seen as providing enriched access to people, views or information and that is of value. These interventions may also be seen as efficient and effective when balanced with other forms of communication, and have the potential to lead to more meaningful conversation. At this point, however, a delicate balance is needed, and either group could potentially '*opt-out*' based on the actions of the other. If either group continue to use the intervention in a way that extends their own self-interest, the other group may be caused to exit the intervention destroying the connection that has been made. The '*negative*' interests of the leader were found in this study to include self-promotion, remaining '*on-message*' by using company-speak, ghost-writing or as a substitute for face-to-face meetings. For workers, this extension of self-interest may be in using emotional responses, through airing grievances, or other behaviours triggered by the ability to hide behind the technology. Such behaviours could lead to posts seen to be '*off-message*' by the leader. All of these actions mean that the regularised, relevant content in fact becomes '*the wrong kind of conversation*' or a conversation that is less rich. When faced with '*off-message*' posts, leaders responses may be overt or they may act in subtle ways and use covert power and control tactics, not obvious to all. Overtly conversations may be closed down, or covertly, conversation may be taken offline, or controls may be introduced that restrict the debate. Whilst their online presence may remain, taking this '*offline*' approach may be considered as an '*exit*' by the leader from the original intention to connect, and a move away from the ethos of Enterprise2.0. In these circumstances, workers may become cynical, disenfranchised or no longer feel '*safe*' and remove their support, choosing not to join-in or resorting to using '*underground*', less public, less official, longer standing or more trusted networks to continue their discussions and to truly voice their opinions, thus removing them from the opportunity to engage.

6.2 Addressing the research questions

In order to address the research questions, the findings will be discussed, relating these back to academic literature, using the primary lens of organisational democracy, and the related fields of organisational politics and power

The research questions constructed following systematic literature review were:

What are the drivers for using Enterprise2.0 in organisations and to what extent is its use in democratising the organisation, through enabling meaningful conversation between leaders and workers seen as important? [RQ1]

How is Enterprise2.0 used in organisations, and how does this compare to the original drivers? What does Enterprise2.0 feel like to those within the organisation? What contextual factors affect the use of Enterprise2.0? [RQ2]

To what extent does Enterprise2.0 work as an effective mechanism to create more meaningful conversations between leaders and workers? Why is this, and ultimately whose purpose is served? [RQ3]

What problems, barriers or tensions are observed when introducing Enterprise2.0 as a mechanism to enable more meaningful conversations between leaders and workers? How are these manifested? [RQ4]

In short, the purpose of this study was to enquire generally into individuals encounters with Enterprise2.0 across multiple business units (*'units of analysis'*) and levels (*'groups'*) within a single overall case, and to consider the

findings through an interpretive lens of organisational democracy, and the related fields of organisational politics and power.

There appear to be many parallels and a high degree of congruence between the use of Enterprise2.0 and the literature on organisational democracy, and there appear to be a number of findings that suggest both that the promise and the problems of organisational democracy (and the associated fields of organisational politics and power) are reflected in practitioner concerns and mirrored in the individual experiences of the Enterprise2.0 intervention. Similar contextual factors also appear to affect each of the interventions and these elements will be discussed further here.

Across the sample, one of the commonly cited reasons for adopting the technology was to drive engagement, collaboration and participation with some also seeing the intervention as providing some competitive advantage. These stimuli closely mirror those discussed with respect to the introduction of organisational democracy, for example Powley, Fry, Barrett and Bright (2004) discussed engagement, Ackoff (1989), Lawler and Mohrman (1987), Kaufman (2003) and Semler (1989) discussed collaboration, and Calmano (2004) discussed the business drivers.

There was evidence that ideology, usually that of the most senior leader within the organisation under study, played a part in the adoption of the technology – either in terms of belief in the technology or the belief in engaging the workforce more widely, a finding that also resonates with the organisational democracy literature (e.g. Bluestone, 1977; Pateman, 1975; Strauss and Rosenstein, 1970; Derber, 1967) which suggested that ideology was important, not only at an organisational level but also in terms of the external environment where political ideology could also play a part.

When considering the problems of organisational democracy, informants talked about this extensively in respect to Enterprise2.0, for example through the '*politicisation*' of the interventions by both leaders and workers in order to

serve their own purposes and in the use of power and control mechanisms to influence the workings of the interventions.

At the macro level, the contextual factors relating to both the internal and external environments, as well as the roles of different organisational actors appear to be similar. Interviewees consistently felt that the current economic climate and consequential impact on the organisation would inhibit the level of debate or participation, mirroring the view of Muczyk and Steel (1998) who suggested participative approaches should be quashed at a time of organisational crisis.

Another parallel is the view from literature that the shift to knowledge work would drive heightened demand for increasing levels of organisational democracy (Pearce and Barkus, 2004). Within the organisation under study, those areas where interviewees felt interventions were mature, or were felt to work best were often in those parts of the organisation where such '*white-collar*' work was undertaken and their concerns over how well the interventions would work more widely were centred on '*blue-collar*' areas such as the field force, or service centres. The penetration within these areas would need further study, but one might conclude from the literature that it is less of a concern if these workers were excluded.

In terms of the internal environment, the role of the organisational actors seemed key. As with the literature on organisational democracy, the leader whose style was perceived as autocratic, whilst allowing Enterprise2.0 interventions within their organisation, seemed to allow their autocratic nature to enter into their posts or responses, effectively stifling the conversation, a parallel to Muczyk and Reimanns (1987) argument that a number of factors are needed to create a fully participative intervention. Enterprise2.0 appeared to act as a very direct conduit into the personality of the participants, and so style and personality very quickly become apparent and can thus more directly define the character of the discussion that takes place. On a wider

level, one may describe Enterprise2.0 as tapping into the DNA or 'lifeblood' of the organisation, and in that sense leaders, workers and the organisation at large appear to need to be '*collectively ready*' to embrace the new medium, and the new dynamic it can create in order for it to be successful, and may perhaps need to adapt their style. There appears to be a fine balance that needs to be struck by each organisational constituency if the intent to use the technology to create more meaningful conversation is to succeed. One aspect that appeared divergent to the organisational democracy literature is that no attempt by unions could be identified to derail the Enterprise2.0 intervention, something observed when introducing other forms of organisational democracy (Brown and Quarter, 1994). For this particular study, it is not clear whether this is because the union view is that the intervention is failing or other contextual factors unknown to the researcher. It also appeared that as a result of the immediate nature of the medium and the accessibility to all, whilst supervisors or middle-managers were less able to intervene to restrict discussion than in other forms of organisational democracy (e.g. Brennan, 1991; Johnson, 2006), it instead seemed that in general they chose not to participate. In this sense the intervention might well overcome the kinds of challenges faced by worker representatives, since all workers can effectively represent themselves, and therefore has the potential to become a much more direct form of democracy, as argued for by Pateman (1975), but not necessarily representative, since it could be open to abuse from a vocal minority, or certain groups may be excluded either because of the nature of their work, or their demographic profile. As with other forms of organisational democracy (Jones, 2000; Kerr, 2004; Strauss and Rosenstein, 1970) to be successful, the interventions do rely on workers being willing and able to engage and there seemed to be general consensus within the organisation under study that for different reasons and in different ways, the tipping point had not yet been reached, and that many workers chose not to join in. As with other forms of organisational democracy (Kaufman, 2003; Thorsrud and Emery, 1970), Enterprise2.0 appeared to require concerted time and effort on the part of people within the organisation to succeed. Although

organisational democracy can provide some explanation, recourse to other literature is also required to more fully explain and explore these aspects of the study. With particular regard to reaching a tipping point, and in improving worker adoption levels, theories such as '*diffusion of innovations*' (Rogers, 1964), '*organisational citizenship behaviour*' (Smith, Organ and Near, 1983), '*perceived organisational support*' (Rhoades and Eisenberger, 2002) and the '*technology acceptance model*' (Venkatesh, Morris, Davis and Davis, 2003) may be informative. A series of propositions based upon these theories are outlined in section 6.3.

Other features that Enterprise2.0 had in common with organisational democracy (Peiperl, 2001; Waldman, Atwater and Antonioni, 1998) are that it appeared to be used for political advantage in so much as it was seen to be used for self-promotion, for propaganda purposes or used by unions or individuals to air grievances. In line with other writing on organisational democracy (Hammer, Currall and Stern, 1991), the interventions very clearly appeared to be subject to various neutralisation tactics by managers, and as discussed by Johnson (2006) and Russell, Hochner and Perry (1979), were also found to be restricted to a minority elite, open only to those who had a job role that allowed access to the intervention, had a natural propensity to use the technology or in terms of who was allowed to participate. In common with organisational democracy, the individuals interviewed felt that the intervention would benefit from training managers (see Walton and Schlesinger, 1979; Whyte and Blasi, 1982; Denton, 1995) and workers (see Walton and Schlesinger, 1979; Pearce and Barkus, 2004; Semler, 1989) in the use of the technology, and how best to engage with it in order to create a more positive participative environment.

At the political level, one of the strongest parallels was in terms of the use of power and control. Whilst workers did not necessarily appear to be co-opted in the ways discussed by Strauss and Rosenstein (1970), leaders in particular were seen to exploit their power. There was evidence that voices were

suppressed in a way that is masked (Scott, 2001, p.21-22), for example, through screening of questions or the closing down of discussions by management and that preferences were shaped (see Lukes, 2005, p.27) through the choice of questions to be answered or the topics that were discussed. In a parallel to Foucault's conception of the pan-opticon (Hatch and Cunliffe, 2006, p.276-277), there was also evidence that other controls were used, for example, the power of self-surveillance appeared to be exploited through the removal of anonymity, coupled with the fact that the interventions were seen to be very public and which was found to further limit or control the way in which people engaged with the intervention. People both recognised and discussed these aspects. In some cases workers deliberately resorted to underground networks precisely because they were not so prominent. In line with the Marxist argument, there was some evidence that the interventions were used by those in power to systematically distort communications, for example using the interventions as a propaganda mechanism, to perpetuate the company line or for self-promotion. The way in which leaders positioned themselves through their use of the intervention also suggested that they were using hegemonic practices to re-enforce existing power relations, re-asserting their power and mirroring the arguments of Rothschild and Ollilainen (1999) and Johnson (2006). Finally, as with Brennan's (1991) study there was evidence that managers used overt (such as formal policy) and covert power to affect the intervention and it appeared that the workers' concerns over the safety of the interventions might be well-founded, since executives were seen to abuse the interventions in a number of ways, for example, through the introduction of controls to remove anonymity (and hence introducing surveillance), in taking the discussion offline on a 1:1 basis, or by threatening disciplinary action. Each of these actions may be seen to alter the power dynamic provided by the intervention and were all seen to have been deployed within the organisation to inhibit or restrict the perceived openness that the intervention had the potential to create. It seems that Marx's view that power and control invariably lead to

conflict are observed in the Enterprise2.0 interventions, and all of these aspects are discussed further in Appendix U.

Given the high degree of congruence between the findings from this study into Enterprise2.0, and the findings from the systematic literature review regarding organisational democracy, this study does conclude that Enterprise2.0 may be seen as a modern-day instantiation of organisational democracy, certainly with respect to the creation of meaningful conversation between leaders and workers. The drivers for its use, the environmental factors that can affect it and the problems observed are all seen to be similar.

When considering the success of the interventions, although the intervention appeared to allow a more direct (rather than representative) form of democracy (Pateman, 1975), and there appeared to be a wide desire to pursue the use of Enterprise2.0 as a means of creating more meaningful conversation within the organisation, people in general described the discussion as one-way, and was often described as a way *'to inform'*. Thus, the conversations were not felt to be meaningful. To help explain this, we turn to Arnstein, who developed a model, referred to as a *'ladder of participation'* (Arnstein, 1969), and which is felt to be informative here. Based upon the study of government initiatives aimed at enhancing *'citizen participation'*, Arnstein conceptualised a ladder of participation, whereby the early levels are seen as tokenistic (Manipulation, Therapy, Informing, Consultation and Placation), with the later levels holding increasing degrees of decision-making power (Partnership, Delegated Power and Citizen Control). The following diagram describes Arnstein's conception in more detail.

Arnsteins Ladder of Participation

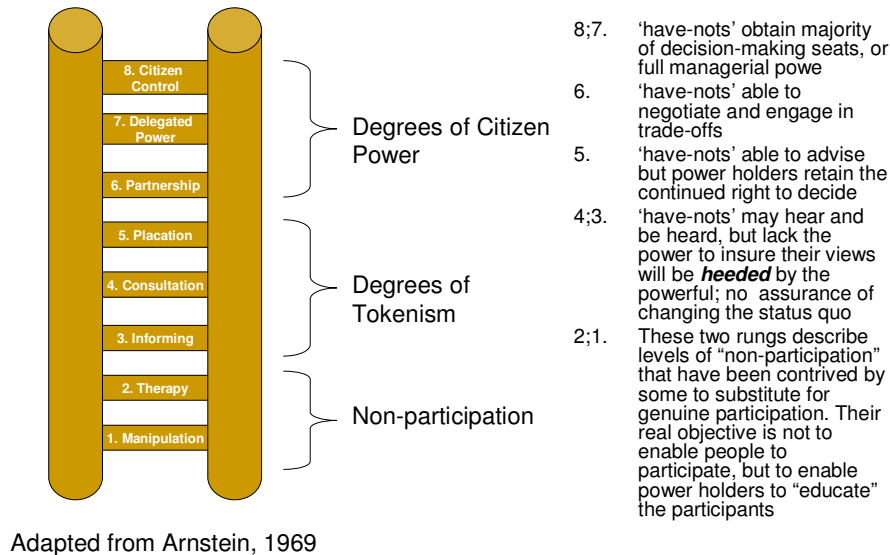


Figure 6.2 - Arnsteins ladder of participation

Arnstein explained that unless the views of those not in power (in this case, the workers) were heeded by those in power (in this case, the leaders) the intervention would be unlikely to result in any higher level of participation than simply '*informing*'. To be successful, leaders must consider whether and how they would interact in a way that allowed higher rungs on the ladder to be reached.

Given the finding however, that most people would describe the nature of participation resultant from Enterprise2.0 as '*informing*', and that the conversations are seen as '*one-way*' is a further parallel the organisational democracy literature, leading one to question whether a false sense of democracy is being created (e.g. Strauss and Rosenstein, 1970; Taras and Copping, 1999). As with other forms of organisational democracy, it also seems right to question whose purpose is served, particularly when the interventions appear to become a form of propaganda or self-promotion on the part of leaders, or where leaders use power to introduce surveillance or suppress discussion. It does however, have to be acknowledged that people

in general, and along with the individual benefits they highlighted, saw the ‘*organisation*’ as the ultimate beneficiary, which is in line with Bernardin and Beatty’s (1987) study on sub-ordinate appraisal. Even so, some believed that the delicate balance, and the time, effort and trust needed on the part of both leaders and workers meant that the practitioner expectations may not be achievable within the traditional organisational context, a further parallel with the literature on organisational democracy (Butcher and Clark, 2002; Strauss and Rosenstein, 1970; Kerr, 2004). It appears therefore, that, in line with the wider literature, establishing Enterprise2.0 as an effective and contemporary form of organisational democracy may be difficult.

6.3 *Development of propositions*

Since this study is considered theory-building, a set of propositions have been developed based on the findings and the associated discussion, and broadly classified against each of the research questions. These propositions are shown in the tables below, along with a summary in terms of the contribution to organisational democracy theory and possible explanations from wider theory. It is intended that these propositions form an agenda for future research, and so will not be discussed extensively here.

Proposition	Contribution to Theory of Organisational Democracy	Underlying Theory Explanation
The drivers for and the sustained use of Enterprise2.0, appears, in part, to be to increase levels of participation and engagement	Enterprise2.0 may be considered as a modern-day instantiation of Organisational Democracy, and other findings support this, such as the contextual factors and problems experienced wrt. Enterprise2.0.	Leader-Member Exchange (LMX) (Gomez and Rosen, 2001) theory explains the importance placed on the dyadic relationship between leaders and workers, and is seen to mediate the relationship between trust and empowerment.

Figure 6.3 – Proposition relating to Research Question # 1

Proposition	Contribution to Theory of Organisational Democracy	Underlying Theory Explanation
Enterprise2.0 remains emergent	As with other forms of Organisational Democracy, Enterprise2.0 takes sustained time and effort on the part of the organisational actors to succeed.	Diffusion of innovations (Rogers, 1964) describes 'the process by which an innovation is communicated through certain channels over time among the members of a social system' and considers how successive groups may adopt new technology in stages before it reaches a self-sustaining critical mass, and how this may be accelerated

Figure 6.4 - Propositions relating to Research Question # 2

Proposition	Contribution to Theory of Organisational Democracy	Underlying Theory Explanation
Enterprise2.0 interventions are, in the main, felt to be 'informing'	Currently, Enterprise2.0 results in a mainly one-way conversation.	Arnstein (1969) conceptualises a number of rungs on a 'ladder' of participation, arguing that whilst participation by the governed in their government is the cornerstone of democracy, this is not the experience of many citizens.

Figure 6.5 - Propositions relating to Research Question # 3

Proposition	Contribution to Theory of Organisational Democracy	Underlying Theory Explanation
Leadership style has an important part of play in the success of Enterprise2.0 interventions in creating meaningful conversation between leaders and workers	Enterprise2.0 shares these problems with other forms of Organisational Democracy	Leadership styles (Northouse, 2007) define the behaviours of leaders as either directive or supportive. Directive behaviours clarify, often with one-way communication what is to be done, how it is to be done and who is responsible for doing it, whereas Supportive behaviours involve two-way communication and include responses that show social and emotional support to others.
Middle-managers do not appear to actively participate in Enterprise2.0 interventions	Enterprise2.0 does not appear to suffer negatively from the type of middle-management intervention seen in other forms of Organisational Democracy and potentially a more direct form of democracy can be created	Control Graph Theory (Russell, Hochner and Perry, 1979) suggest that whilst a loss of managerial control is perceived, in practice, whilst participative work systems result in a more equal distribution of power, there is a greater overall total level of influence and so management authority has been neither weakened or strengthened.
Workers do not appear to have embraced the technology in order to have meaningful conversation	This limits the amount of discussion that can occur, as the number of participants and nature of debate is restricted	Organizational Citizenship Behaviour (Smith, Organ and Near, 1983) describes a work behaviour that is discretionary and seen as beneficial to the organisation, impacting the efficiency and effectiveness of teams and organisations. Perceived Organisational Support (Rhoades and Eisenberger, 2002) contest that actions taken by managers are representative of the organisation, and that positive forms of support will be reciprocated. These Theories may in part explain the lack of take-up
Leaders and Workers appear to politicise the interventions, using their respective power to maintain control	Whilst leadership behaviours are similar, workers appear to have found more creative ways to use their power through the Enterprise2.0 interventions than is seen in other models of Organisational Democracy	Hatch and Cunliffe (2006) draw on a wide body of work, discussing a number of mechanisms through which Power is exerted within organisations. These include the control of knowledge and expertise (Pfeffer and Salancik), attempts to control or restrict the agenda or decision-making criteria (Simon and March; Cyert), and Foucault's consideration of disciplinary power and self-surveillance, his critique of ideology which considers the relationship between truth and Power, and the importance of discourse, and his theory of approved knowledge – who can create knowledge, who can speak, what can be said, and who has privileged access or control of information. In his discussion on Power, Lukes (2005) contests that rather than simply see Power as leading to Conflict, he questions whether or not it can in fact create consent through decision-making and equal participation. Lukes also observes, however, that through suppressing or inhibiting the voice of less powerful groups, shaping preferences and perceptions, or restricting discussion, it can also lead to Control. Fairclough (2001) considers the relationships between Power and language, and describes discourse as 'a place where relations of power are actually exercised and enacted' and drawing attention to the 'hidden power' of discourse. Hatch and Cunliffe (2006) also consider voice, language and silence as control, referencing the Marxist view that communication can be systematically distorted, creating a manufactured or false consensus, or an image of democracy, whilst still maintaining control. They also highlight the work of Lyotard and Coombs, Knights and Willmott in terms of the role technology has to play as a control, and who highlight that IT can be used to direct thought and action, not only through enforcing process, but in restricting discussion.
The use of Enterprise2.0 will be affected by the degree to which people see the technology as easy to use, and whether it is useful, with, for example, the degree of network affiliation appearing important	As well as other contextual factors affecting Organisational Democracy interventions, Enterprise2.0 is affected by others relating specifically to the technology, and potentially the demographic of the organisation, in terms of both the nature of the work, or the age of the workforce.	A number of models of Technology Acceptance exist (Venkatesh, Morris, Davis and Davis, 2003). The most common – the Technology Acceptance Model (TAM) concludes that perceived usefulness and perceived ease of use are the key predictors to individual adoption (and subsequent use).

Figure 6.6 - Propositions relating to Research Question # 4

6.4 Consequences for practice and academia

6.4.1 Consequences for practice

For practitioners, the previous sections have discussed the difficulties of successfully introducing Enterprise2.0 as an effective form of organisational democracy, and the fine balance and tensions that appear to exist. In this respect, the fears, problems and challenges expressed by practitioners appear to be broadly correct, and it seems right to question whether Enterprise2.0 can ever truly succeed in a business setting, particularly when considering this remains a problem more widely with respect to other instantiations of organisational democracy. Practitioners have argued that there is a need to create a new paradigm within the organisation that allows more meaningful conversations to persist, and this requires changes in leadership style, and culture on the part of many different actors across the organisation, which appears to resonate both with the findings from this study, and the academic literature on organisational democracy. Since so much of this is dependent upon the leader and the leadership style, it also appears right for Tapscott and Williams to have asked whether the minds of leaders are *'truly wired for Wikinomics'*. This study found evidence that since so much depends upon the individual personality and style of the leader, some people question whether all leaders will be able to embrace this new paradigm, and others questioned whether the pressures on leaders mean that this is possible at all. There was also evidence that workers may not feel willing or may not be able to join in and that leaders must prepare for and expect that workers too will find creative ways to politicise the interventions. Organisations that desire to embark on this journey must be prepared for a lengthy journey, and truly ask of themselves just how much democracy they desire, and since these interventions appear to go against the norms of the *'rational organisation'* discussed by Butcher and Clarke (2002), must ask are they prepared to *'err on the side of too much liberty'* (Bradley, 2007, p.4), and be prepared to allow people space, time and the tools to experiment, and for

leaders to act as the '*gardener*' described by Hodgkinson (2007a, 2007b), providing some co-ordination of activity but not imposing from the '*top-down*' and in allowing the experiments to grow. Equally, those in the organisation must make time and space and engage within the spirit of the interventions. In terms of the tensions, problems and challenges associated with the interventions, this study found that whilst people often knew intuitively what would make for a '*good*' versus a '*bad*' intervention, it appears more difficult to put this into practice within the organisational context. It is suggested therefore that organisations who wish to adopt Enterprise2.0 as a means to facilitate more meaningful conversation consider not only how they create, but also how they sustain the intervention. It is apparent from this study that training in the use of the technology as a means to create meaningful conversation is seen as important, but is one that appears to have been largely overlooked in the organisation under study. Assisting leaders, middle-managers and workers in understanding the technology and how it might be used to raise the level of debate would seem to be extremely important, perhaps as part of a wider organisational development programme. Finally, the role of unions is one question that remains. Unions have the potential to derail the intervention, and equally the interventions might ultimately displace the union as the employee representative and it seems appropriate that unions consider more seriously how they might find a way to engage constructively with the interventions. In this case, it appears the union did not have a strong view on the use of the interventions, in the main because it was not seen to be meaningful or successful. Perhaps unions might work with businesses to moderate, or distil issues from the pursuant discussions that take place although care would need to be taken to ensure that this position was not abused as is seen in other instantiations of organisational democracy, where the self-interests of the union or workers are taken too far.

Whilst practitioners have already begun to hail the future emergence of Web3.0 (Hoffman, 2009), this research suggests that there is more to learn and more to do with respect to organisational adoption of Web2.0 ahead of

embracing yet newer technologies, particularly since studies found that 17% of companies had disciplined an employee for violating blog or message board policies, and that nearly 9% had terminated an employee for such a violation (Proofpoint, 2009) and that some were forecasting that in 2010, companies were more likely to formalise their view on social media and how employees participate in it (Armano, 2009c) .

6.4.2 Consequences for academia

For academia, one finding from the literature review is that whilst there is research on the use of Enterprise2.0 and Web2.0 technologies, very little of this considers the role of Enterprise2.0 to create internal conversations within the organisation, to drive engagement and participation and hence to create a greater sense of organisational democracy. A body of practitioner literature has been identified that discusses these aspects, but given that organisations are now beginning to use the technology for these purposes, and based on the findings from this study, this appears to be an area that merits more attention. Also worthy of note is McAfee's (2006) view that Enterprise2.0 was an '*emergent*' phenomenon. This study revealed that, despite widespread use, the term '*Enterprise2.0*' still did not appear to be widely understood by actors, supporting the idea that this phenomenon remains '*emergent*'. There was evidence that individuals were still making sense of the new technology and often found it difficult to define, describe and relate their own interaction and engagement with it. Finally, with respect to organisational democracy, this study provides a framework that includes a systematic approach to the study of an Enterprise2.0 intervention aimed at enhancing the level of democracy within the organisation under study and utilises instruments such as Pettigrew and Whipp's framework for strategic change, and considers the degree of participation actually realised through use of Arnstein's ladder of participation. This approach (and the associated research design) could be used for the study of other organisational democracy interventions. It is also worthy of note that the organisational democracy literature relies heavily on vignettes rather than full case studies as described in this study. The wider

body of organisational democracy literature may therefore benefit from the use of instruments, such as Arnsteins ladder of participation as a means to assess participation levels, or the Pettigrew and Whipp framework to add further context to the cases described.

6.5 Limitations

There are a number of recognised limitations within this study. With regard to the literature, it should be noted that organisational democracy is a loose field that provided little guidance in terms of researching the phenomena. Although the most common approach was case study, these were often found to be short vignettes rather than a more rigorous case study approach. The research design used in this study endeavoured to address this, through the creation of a robust methodological approach to the study that called upon other instruments, such as Arnsteins ladder of participation and the Pettigrew and Whipp framework.

In addition, it should be noted that these findings are predicated on a single case, albeit with multiple embedded units of analysis. It is argued that this is valid on the basis that the case provides a rare and revelatory opportunity to conduct research into the phenomenon. Whilst this is a single case, an attempt to provide some degree of generalisability was also accommodated within the research design, through systematic recourse to literature, through the embedded case study approach which included three different embedded business units, all of whom had different levels of Enterprise2.0 adoption, in conducting an extensive set of interviews at different levels within the organisation and in attempting to distil the contextual conditions that might affect the interventions, and hence the possibility of identifying relationships and causal links. Although the findings do concur broadly with practitioner views, further study in other organisations is recommended to provide more surety, and it should also be noted that within the case study organisation a business unit with both high levels of engagement and high levels of adoption could not be identified, something that may be possible if studies are

undertaken in other organisations. One further difficulty encountered was that it was not possible to name the organisation under study. This restricted the amount of narrative that could be included to provide further context, as more information may have allowed the reader to identify the organisation under study and it also meant that any information used in the study to develop the background to the case had to reside in the public domain. These aspects of the study remain unreferenced, and recourse to '*privileged*' information was therefore also restricted. Whilst the latter point is not seen to have affected the study, since publicly available data coupled with informants views on adoption, engagement, leadership style and culture were utilised, the lack of referencing does restrict the degree of transparency in terms of the case materials.

During the study, it became apparent that people had concerns over whether people in certain job roles and functions, such as the field force or customer service agents, may be excluded from the interventions by the nature of their work, the propensity to use the technology or the tools available to them. Time restraints meant that this study was not able to inquire further into this, but it is seen as an area that merits further study.

On this point, it should be noted that researcher time may be seen as a possible limiting factor. This study was undertaken on a part-time basis and part of a timetabled management research degree and Easterby-Smith, Thorpe and Jackson (2008) stated that one risk of case study research is information overload. This study addressed this point through careful time-management and planning, and by defining up-front what data from what sources would be sought for what reasons and time was allowed for each of these activities. Although all planned interviews were undertaken, this restriction meant that no follow-up interviews were undertaken, and as discussed above, no opportunity to enquire into field or customer service areas could be accommodated. One potential limitation was also the availability, or willingness, of key informants to participate. Many of the

informants were C-level executives, and hence time or access may have been a factor. In practice, only two people who were approached declined to be interviewed and in both cases an alternative informant was identified. Since access to informants was opportunistic (albeit with controls), the sample sizes in each business unit also varied slightly, which may have introduced some degree of bias.

It should be noted that this research was undertaken during a time of global financial crisis. It is important to recognise this, as it was a factor that was discussed by a number of informants and may have influenced their views, their focus of attention or the way in which the organisation, or particular actors were being perceived as reacting during this time.

Since the interpretivist approach is seen to risk the introduction of researcher bias, given the close nature between the researcher and the researched, and the interpretations that may either be forced upon informants or inferred from their responses, a number of steps were taken to minimise such bias. This is particularly important in this study, since the role of researcher here is *'inside learner'*, which Eriksson and Kovalainen (2008, p.58) reminded us could introduce the risk of confusing *'what you know (or think you know) intuitively and what you know on the basis of your research evidence'*. Johnson and Harris (2002, p.110) also reminded us that *'staying open to surprise'* is important for the qualitative researcher. The researcher is a member of one particular business unit included within the study, and so there was a risk that this too would introduce bias, particularly when describing the interventions, or leadership approach. To address this, the informants themselves were asked to assess the success or otherwise of the interventions and the particular leadership style associated with their business unit, with this data used to validate any design assumptions. Seeking perspectives from the Group functions allowed for individual informants to compare approaches across multiple business units, and where particular informants had relevant insights into business units other than their own, these were sought. These

precautions were aimed at removing, as much as possible, the subjective view of the researcher from the study. A further possible difficulty was that since this is a company-sponsored management degree, there was also a potential '*conflict of interest*' between the role of the researcher (and the associated organisational sponsorship) and the possibility that findings may challenge organisational views. In practice, this was not seen, and in fact, during the study, there was interest and support from the organisation at senior levels into the ultimate research findings. It should be stated however that at the time of publication, the findings have not yet been formally shared with the organisation. In addition, the thesis will remain restricted for one year.

Although bias cannot be completely removed, this study aimed to further minimise bias in a number of other ways. The interview protocol was designed to ask open questions of all informants, and the sampling process was intended to ensure a range of perspectives was solicited across the different business units and at multiple levels in the organisation and, in the majority of cases, without prior knowledge of the informants' position. It became apparent, however, during the study that whilst a range of interviewees were identified that were intended to provide balance between different organisational levels, when asked to '*self-elect*' their position in the organisation this resulted in a profile that was skewed upward. That is more people considered as '*workers*' by the researcher described themselves as '*middle-managers*' and more people considered as '*middle-managers*' by the researcher described themselves as '*leaders*' and so this altered the balance of the sample. To some degree this is mitigated by the fact that, for key areas of inquiry, there was general consensus across the sample and across different levels of the organisation. For example, the majority of those interviewed, regardless of level felt the interventions were '*informing*', described themselves as '*followers*' of the technology, felt that the '*organisation*' was the beneficiary, and felt that whilst the organisation placed some importance on it, that the use of technology was still in its infancy. In

this sense, it did not appear that workers, middle-managers or leaders took distinctly different stances or held strongly polarised views. Thus, the potential skew that may have been introduced does not appear to have affected the overall results from across the sample to any great degree.

Finally, self-reflection is advised as a further step to remove researcher bias, and a reflective learning journal was maintained throughout this study, along with logs recording key decisions, observations, deviations, findings, reflections and actions, and a personal statement (including a personal value statement) was prepared prior to commencing the study, all of which were intended to provide further transparency. The personal statement outlined the views of the researcher regarding the subject matter, their role, and approach to the research. The personal statement is included in Appendix K. Finally, regular (at a minimum monthly) contact was maintained between the researcher and supervisory panel throughout this process, in order that activities could be externally validated and approved, or adapted where necessary. The supervisory panel comprised Dr David Denyer (Lead), Dr Emma Parry (Chair), and Toby Thompson (Adviser).

6.6 *Recommendations for further research*

This study deliberately took an interpretivist philosophical position, in order to inquire into the thoughts and feelings of individuals across the organisation and to gain a rich understanding of those individual encounters and perspectives with Enterprise2.0. It was felt that this was appropriate given the emergent nature of Enterprise2.0. Future enquiries may benefit from a more quantitative approach (e.g. a survey or questionnaire) to establish how strongly held the findings are or are not held across a broader population, for example within the field force or customer service centres discussed above. This approach would also provide an opportunity to secure a more balanced set of responses from across the organisational strata. Equally, whilst this study asked individuals to characterise the nature of the engagement, further understanding might be gained through assessing this through an alternative

approach. Given the discursive nature of Enterprise2.0, and that the findings from this study suggest that power and control techniques are used, it seems right to assess the true nature of the dialogue, with a view to more clearly establishing whose purpose is served. Since Fairclough (2001) describes discourse as '*a place where relations of power are actually exercised and enacted*', some form of discourse analysis (Slembrouck, 2006) might be considered. It also appears that the value of the interventions can change over time and that time is a factor in terms of determining success in terms of building a critical mass and for leaders and workers to simultaneously '*arrive*' at a successful intervention. Whilst this study considered three different business units with different levels of maturity, some form of longitudinal study assessing a specific intervention may provide further insight and understanding. The models outlined and discussed earlier, along with the propositions that have been developed outline a possible future research agenda, and may allow certain hypotheses to be set and tested in future studies, as it appears that there may be some underlying mechanisms at play which have their foundation in the wider academic literature. Studies that enquire specifically into these aspects or future studies that take a positivist or critical realist approach may benefit wider understanding and learning. Future studies may also wish to further test the assertion that Enterprise2.0 is seen as a contemporary instantiation of organisational democracy.

There was no attempt to assess the benefits, other than those perceived by individuals, in this study. Using the approaches already discussed, for example some form of survey or questionnaire, coupled with some form of discourse analysis might provide some insight into this aspect, which might also benefit from a comparison with an alternate organisational democracy intervention adopted within the same organisation. This may generate some more quantifiable understanding, which may ultimately assist practitioners with the development of business cases for introducing Enterprise2.0 into the organisation. Garnering a wider union perspective might be beneficial, since this was the most unrepresented constituency in this study, and finally, of

course, undertaking similar studies in different organisations, but using a similar design would allow some stronger conclusions in terms of generalisation to be drawn.

THIS PAGE LEFT INTENTIONALLY BLANK

7. CONCLUSION

This chapter will summarise the aims and findings of the study and consider the degree to which the research questions have been answered. It will also summarise the nature and extent of contribution made by the study to the pre-existing literature base and knowledge.

7.1 *Summary*

This study set out to understand what were the drivers, benefits and tensions associated with the implementation, adoption and use of Enterprise2.0 and what did the Enterprise2.0 experience feel like to those within an organisation that has extensively adopted the technology. The study was undertaken using the primary lens of organisational democracy, and through extensively exploring a relatively rare and revelatory instance of Enterprise2.0 within an organisational context, and resulting in the development of a conceptual model, that is both theoretically-informed and empirically grounded, and that describes what tensions exist and how these might be overcome when organisations introduce Enterprise2.0 as a way to create meaningful conversation between leaders and workers. A series of research questions were developed, and as discussed in chapter 6, the study was able to address each of these questions, and propose an agenda for future research, through the development of a series of propositions that called upon wider theory to explain what was found. The table below summarises the nature and extent of contribution made by the study.

Domains of Contribution	Extent of Contribution			
	What has been confirmed	What has been developed	What has been found which is brand new	What has been refuted
Theoretical Knowledge	Enterprise2.0 is emergent That both leaders and workers politicise interventions aimed at democratising organisations That power and control are used by leaders and workers to support these political aims	Calling on wider theory, a proposal as to the underlying mechanisms that explain the findings, leading to an agenda for future research	Enterprise2.0 may be considered a contemporary instantiation of Organisational Democracy	Middle-managers and Unions do not appear to derail Enterprise2.0 interventions as seen in other forms of Organisational Democracy
Empirical Evidence		A rich understanding of what Enterprise2.0 'feels like' in an organisation Enterprise2.0 is informing and results in a largely 1-way conversation	An extensive study on the use of Enterprise2.0 to enhance Organisational Democracy	
Methodological Approaches	Case Study is a suitable method to assess Organisational Democracy interventions	A systematic approach to assessing the impact of an Organisational Democracy intervention, e.g. through the inclusion of Arnsteins Ladder of Participation, Pettigrew and Whipp		
Knowledge of practice	That practitioner concerns regarding the tensions of introducing Enterprise2.0 are valid	Workers as well as leaders 'politicise' the use of the interventions	An understanding of these tensions and the factors that can moderate or generate success, with recommendations on how to address these through the creation of a model	Enterprise2.0 does not appear to result in a two-way genuinely meaningful conversation

Figure 7.1 - Extent of Contribution

Whilst some knowledge has been re-affirmed through the study, the study has also been seen to contribute new knowledge both academically and from a practitioner perspective. The finding that Enterprise2.0 may be seen as a contemporary form of organisational democracy and the associated conclusions is new.

In addition, a series of propositions, related to the research questions have been developed that call upon both organisational democracy and wider academic literature to explain the underlying mechanisms that appear to be at play. These provide an agenda for future research.

The methodological approach is seen to extend knowledge. Although case study has been used to inquire into other models of organisational democracy, these have tended to be shorter and might be considered as vignettes. This study created a systematic approach, which incorporated instruments such as the Pettigrew and Whipp framework for strategic change and in considering

the findings through use of Arnsteins ladder of participation to add rigour and to enhance understanding. Aspects of this design may therefore be used when inquiring into other forms of organisational democracy.

Through developing a rich understanding of what Enterprise2.0 *'feels like'*, the study is also seen to enhance practitioner understanding, through the creation of a model that shows the factors that can affect the interventions, the tensions that exist and that provides examples of those actions which can have either positive or negative effect, leading to recommendations on how these might be practically addressed.

THIS PAGE LEFT INTENTIONALLY BLANK

8. PERSONAL REFLECTION

One element of the Cranfield MSc in Leading Learning and Change is the emphasis on personal reflection and development. This chapter is my reflection on my experiences whilst on the programme, and calls upon the notes I maintained in my learning journal throughout the programme and the associated 'in-camera' recordings completed at the end of some of the teaching sessions.

8.1 *My Journey*

When asked to reflect during the programme on progress, for example during the in-camera sessions that came to form part of each of our weeks of attendance, I often used the metaphor of a journey, and that journey invariably involved a mountain. Early on it felt like me and my fellow travellers were tentatively in the foothills, looking up at the summit, and later we found we needed to equip ourselves with the right tools, and at times it felt like we would never reach the summit, or, just as we thought we were approaching it, we found there was another peak to climb, we had to learn how to read the map and understand the territory. Having got to this point, I feel I have reached the summit, and in doing so, not only have the piles of paper gone but the sense of elation means it feels like I am on top of the world! I am enjoying breathing in deeply the rarefied atmosphere, proud of my achievements, but also the relief I feel at having made it!

Of course, this is a superficial description, and for me, my journey has run far deeper than that. Lets start with why did I seek out this programme. I had never undertaken any degree study previously, and bluntly as my career had progressed I knew I needed the qualification on my CV. But, more importantly I also knew I needed to develop myself and become more open to other, wider perspectives. When faced with a work-based problem, I tended to jump to an answer and become fixated on it, superficially listening to other views

but remaining intent on implementing my solution. I thank Alison for helping me understand that, encouraging me to do something about it and her emphasis on the value of my attendance on a research-based, rather than a taught programme. I definitely needed encouragement, as I actually had an '*Achilles heel*' when it came to entering universities and talking to people there. This irrational fear ran deep within me, and came from a feeling that, in contrast to the workplace, I didn't know the '*rules of the game*', understand the language or know how I would connect with the learned people these places ooze. I would be out of my depth, and I would be challenged, and it would be much easier for me to stick to what I knew at work and '*not bother*'. I was genuinely afraid of engaging in this '*new world*' that I didn't understand. Anyway, with encouragement, I persevered, and I was lucky enough to be introduced to this programme at the right time in my decision-making process, and I was drawn to it, not only because of its research-based approach, but the philosophy Cranfield adopts placing emphasis on practice and in personal reflection and development and my early discussions with David and Kim convinced me that this, more than any other, was the right programme for me. Once the programme started, my experience couldn't have been more different to my earlier fears. I found that through having access to literature, I have relished the opportunity to immerse myself in almost unlimited access to new ideas, concepts and views and I found that I could engage in a way that gave me confidence. Even the very basic ideal of considering different research paradigms, and the concept of different lenses that allow the same phenomena to be studied from different angles, and resulting in different types of knowledge was a concept that very much appealed to me. I also loved the exhilarating sense of exploration, the sense of adding structure to a study where it would be easy to go in so many different directions and to so many places and the sense of friendly support but competition and pace that resulted from the cohort working. On one level, not only have I overcome my fears of entering these hallowed places, I now see the world of academia as a place that I would like to become a more permanent feature in my life. I have a huge respect for the people there, but I feel confident to engage. I love it!

Being surrounded by books (my personal collection has grown significantly, and I have a pile of papers – not related to this study – that I want to read up on), and the mass of literature available, the reading, the writing, the structure and defence of argument, the teaching, the creation of knowledge, the value of critique, the politics, the people, the ethics, it all appeals to me. I have also very much enjoyed being part of the Cranfield community, I love being on campus to soak up the atmosphere (it's become a place of solace rather than fear, and a place where I still discover new places – fish and chips, coffee shops, shops, etc.) and I particularly remember the '*summer school*' we requested (or more demanded) as we collectively embraced the opportunity to learn about more and more aspects of academic life. I hold the place in great affect and I want to find a way to continue this, perhaps a PhD? Such a change from where I started! On another level, I have seen the value in considering wide perspectives. Seeking out alternate theories (we were lucky to have privileged access to a number of faculty members who encouraged us to challenge both our and others thinking and to embrace the paradoxes that were presented), having the time to consider these and seeing the merit in these, and the different perspectives they bring has become part of my lifeblood, and I am appreciative of these rather than closed-off from them. With concerted effort, a leopard can change its spots! Finally, the emphasis on self-reflection has persisted. I have definitely become more self-aware and developed a sense of '*near-real-time-reflecting*' that allows me to assess what I have done, and to critique it to allow further development and improvement. Its not just me, others too have seen me grow. My family, my friends, my colleagues, and I have taken this into informal coaching, where I have encouraged others to develop their own reflective path to review what they achieve and how they achieve it and into my role as a business leader responsible for large-scale transformation and leading people through periods of uncertainty and change which I now feel I can drive with a much deeper level of understanding and insight.

8.2 *How I feel*

This journey has not been easy. There were early starts to get to the teaching sessions, and the work has been intense, but exhilarating throughout. Many people have asked (and indeed I ask myself this question now) how on earth I fitted it all in, the study, and a number of job changes that saw me take on more and more responsibility during my time at Cranfield, people did often seem to be amazed when I told them what I had been up to. Early on, receiving a critique of your work was a new found experience particularly as it came in a world where you didn't understand the rules, or had to learn through experience what good looked like and it was hard to accept. Latterly of course, I see the value in and welcome this, as well as recognising that it is a rare opportunity in life to experience something completely new and be so completely outside your comfort zone, again an experience I am grateful to have had. The ability to critique your own work is also extremely powerful (although difficult – particularly as you move closer and closer to the end result). Through learning about the world of academia, research approaches and wider theories of management, as well as a deep understanding of my field has undoubtedly given me a great sense of personal achievement and I have found it easier and easier to critique my own work, or positively receive and be open to the critique of others, which allows my work to become tighter and stronger, as well as confidently and constructively critiquing the work of others adding to the contribution I can make in the work place – I have truly learnt the value of critique, and I myself can move quickly in the workplace from creator to critique and be open to the critique of others as a means to make positive and constructive improvement. Sometimes I may have been uncertain that I would either learn the techniques or complete the work, but by embracing the learning and immersing myself in the process (some would say throwing myself in at the deep end), and with the unprecedented help, support and guidance that was there and working with others I have found I could achieve that which I might have thought impossible, and language that once felt alien has become the norm. These experiences have introduced a quiet

self-confidence, a self-assurance, a self-efficacy, which I have found immensely powerful and greater than you may find from new work-based experiences alone. It is rare in life to find something completely new, that challenges you in the way this programme has challenged me and stretched me and developed me, and that has been an exciting journey that has had nothing but positive impact. The experience helps me in engagement with work, perhaps in coaching people, the way I engage with peers or manage leadership issues, or the type of contribution I can make to management or the way in which I make it and I am constantly finding that recourse to existing theory can be extremely helpful to add structure, provide a reflective lens, enable dialogue or to solve problems, and I would never have thought to look for this before (I didn't know that such a comprehensive knowledge base existed just waiting to be applied!). I have also learnt about myself (and others), where I come from, how I think and why I think in that way, and what motivates me, and my relationship with others. While I was not well, I turned to my academic work as part of my recuperation. The very thing I once feared, this time, helped to save me. What a transition.

I am immensely proud of my work, feel very accomplished and throughout I have been enthused and excited. Who would have known that my germ of an idea about an area to study would have taken me on a journey through Marx, Foucault, anarchy, power, language, politics, democracy, the Great Depression and critical discourse analysis! I have taken pride in the fact that people have found the work to be of interest, and that it is a topic of the *'here and now'*, studied through a lens which I also find interesting and exciting and which causes me to consider how I myself act in the workplace – I am not an autocrat by nature but how could I ever be anything but participative now? And I also have to admit, that Facebook has very much more become part of my life during this journey, using it for reflection and for informally sharing progress with my panel – what will I use to update my status now?? I am proud of myself for the way in which I embraced the process; that I have learnt new techniques, opened my mind, have developed myself, and met the

deadlines and standards expected. I have also learnt how to develop and maintain an argument, and write, write, write (and grrrr... the trouble I have with my tenses), and it must have paid off, because recently an HR colleague commented on my “*easy to read*” writing style – I told them that the 70,000 – 100,000 words I estimate I have produced through the course of this study probably helped! Undoubtedly, my use of language, both written and spoken has markedly improved as a result of this process. Although it was hard-work it was also a lot of fun, very exciting, and one of the richest experiences of my life – I have been amazed by the capacity of my brain to absorb the detail and my self-management, drive and determination to do it. I guess I never considered what it meant to have the discipline to undertake a systematic approach to studying a research problem, looking to literature and codifying a hugely complex dataset, and all this adds to my sense of achievement, and I learnt that you just have to go with it and trust that the process and people will guide you. I remember at the beginning I used to find things to do – anything but knuckling down to reading or writing, but by the end I got up and was looking forward to getting started! By entering this ‘*new world*’ my mind has been opened (who could forget Deontology, and questions of when Heidegger’s theory of dwelling are not enough.. ☺). I have also met great people, encountered a rich variety of new ideas and stimuli and learnt a lot about myself – what am I, who am I, where have I come from, and where would I like to go. I have also learnt a lot about others, what makes us tick, and how I (and we) interact – not only through the lived experience but through discovering theories that explain or prompt thinking around these topics. I am grateful for gaining access to these experiences, and although it is a relief to have completed the programme (it may have half killed me and we all have ‘*scars*’), the support has been fantastic and I will miss it and I am sad that it is over. The numerous countdowns have ended – papers to read, interviews to transcribe, chapters to write etc. etc. have ended, but what to do with my weekends, evenings and holidays, what will I find to fill the time, and that gives me such a sense of purpose, is so productive, stimulating and that challenges me in so many new ways. In fact I am not sure if anything, other

than a PhD would ever test me in the same way again. So what about a PhD? Perhaps, but for now I am looking forward to sharing my findings with others, at work (I wonder what the reaction will be?), in practice, and possibly through publication. I hope that others too may find my study of value and am excited by the fact that one day somebody may build on it, or learn from it. I am proud of my contribution, and I hope this is the start of a lifelong learning journey for me. I will definitely look back fondly at this time, and am wondering what I might do next.

8.3 Favourite Quotes

There are a few particular quotes I remember:

- Is that a chair, how do you know it is a chair?
- Systematic literature review is my preferred form of torture
- There are no answers, only more questions...
- Quants are *"fascist"*, quals *"wishy washy liberal"*
- You remind me of how I used to be
- How will we write 3000 words?
- How will we keep it to 25,000 words?
- I will save that for my PhD!
- Its only at the end of the process that you understand the beginning
- Is it ethical for us to be friends on Facebook (panel discussion over lunch mirroring the discussion we had just had on similar issues in the workplace)
- One day I want to open a cupcake shop
- Can I have a signed copy of your book?
- I urge you to embrace those paradoxes!
- I feel like a squished tomato!
- There are no answers, only more questions!
- Is this the most important piece of paper I now own!

8.4 Acknowledgements

I could not have done this on my own. I want to thank my family (Mum, Dad, Jon, Uncle Ivan, Sharon, Auntie Doreen and Uncle Ed) and friends for their support and encouragement and also for putting up with me being out of circulation and buried in books, papers and writing for two years. I want to remember those no longer with me, but who helped make me who I am – Nanna May, Grandad Fred and Auntie Dorothy.

I want to again thank Alison for starting me on this journey, and guiding me throughout, Paul for making the introduction to Cranfield, and Alan for assisting with the funding. I want to thank Myles and Debra for encouraging me and giving me space and time to do this work, and Julie, Jenny, George, Sarah and others for their time, encouragement and support. I want to thank Sarah, Sammie, Beccy, Abby, Gary, Lisa, Mike, Dave, Leigh, Tid, Colin, Rinat, Marie, Belina, Elisha, Sarah, Gayle, Dave, Andy, Paul, Lorrain, Sharon, Colin, Avtar, David, Carla and Pete for their interest and encouragement and Penny, Jim and Rowena for letting me stay with them as the journey came to an end. As well as the staff of the Travelodge Marston Moretaine, and the CMDC, I want to thank the staff of the Magherabuoy House Hotel (and especially Alana) who made me feel welcome and provided a beautiful environment and a home from home for me to get away but to continue my studies. I know numerous others were rooting for me, or have shown interest – at work, at parties etc. and of course I am grateful for this too – it helped keep me going!

I want to thank the faculty, library and support staff for their contribution and support. In particular, John, Nadine, James, Donna, Richard, Deirdre, Jonathan, Barbara, Alison, Heather, Audrey, Anita and Emily. I would also like to thank the other faculty members for the time they took to teach us about the key aspects of Leading Learning and Change (including David and Veronica in my space - all of which were hugely enjoyable and informative)

and to Kim for taking time early on to explain the programme to me, and for her support throughout.

I want to thank my panel, David, Emma and Toby for their advice, guidance and support throughout – you were a constant source of support and inspiration – and for ensuring that I produced my best work and for putting up with my references to the ‘panel beatings’! I hope you enjoyed all those chewy sweets 😊.

I want to thank my cohort, Serren (emoticons, cheese straws, muffins, Frangelico and poles – yum!), Simon (our wordsmith) and Sharon (my apparent ‘*nemesis*’ but now a true friend) for supporting me, challenging me and for putting up with me and for the enjoyable evenings we shared. For being part of the joint learning experience – thank you.

Finally, I want to thank my informants, for their interest and who gave their support, time, and honesty in the interviews.

As well as lots of new experiences, I have made lots of new friends on the way, thank you.

THIS PAGE LEFT INTENTIONALLY BLANK

REFERENCES

- Ackoff, R. L. (1989), "The Circular Organization: An Update", *Academy of Management Executive*, vol. 3, no. 1, pp. 11-16.
- April, K. A. (1999), "Leading through communication, conversation and dialogue", *Leadership & Organization Development Journal*, vol. 20, no. 5, pp. 231.
- Armano, D. (2009a), *Five challenges social media will bring to business*, available at: http://blogs.harvardbusiness.org/cs/2009/08/a_recent_survey_conducted_by.html (accessed 12/12/09).
- Armano, D. (2009b), *Overcoming the obstacles to social business*, available at: http://blogs.harvardbusiness.org/cs/2009/11/overcoming_the_obstacles_to_so.html (accessed 12/12/09).
- Armano, D. (2009c), *Six social media trends for 2010*, available at: http://blogs.harvardbusiness.org/cs/2009/11/six_social_media_trends.html (accessed 12/12/09).
- Arnstein, S. (1969), "A Ladder of Citizen Participation", *Journal of the American Planning Association*, vol. 35, no. 4, pp. 216-224.
- Barry, D. (1991), "Managing the Bossless Team: Lessons in Distributed Leadership", *Organizational dynamics*, vol. 20, no. 1, pp. 31.
- Barrett, M. (1991), *The Politics of Truth - From Marx to Foucault*, 1st Edition, Stanford University Press, Stanford.
- Bartölke, K., Eschweiler, W., Flechsenberger, D. and Tannenbaum, A. S. (1982), "Workers' Participation and the Distribution of Control as Perceived by Members of Ten German Companies", *Administrative Science Quarterly*, vol. 27, no. 3, pp. 380-397.
- Bazeley, P. (2007), *Qualitative Data Analysis with NVivo*, 2nd Edition, Sage Publications Ltd., London.
- BBC Contributors (2009), *Internet brings events in Iran to life*, available at: http://news.bbc.co.uk/1/1/ukfs_news/mobile/newsid_8090000/newsid_8099500/8099579.stm (accessed 21/11/09).
- Bernardin, H. J. and Beatty, R. W. (1987), "Can Subordinate Appraisals Enhance Managerial Productivity?", *Sloan Management Review (1986-1998)*, vol. 28, no. 4, pp. 63.
- Blaikie, N. (2000), *Designing Social Research*, 1st Edition, Polity Press, Cambridge.
- Blaikie, N. (1993), *Approaches to Social Enquiry*, 1st Edition, Polity Press, Cambridge.
- Bluestone, I. (1977), "Creating a New World of Work", *International Labour Review*, vol. 115, no. 1, pp. 1.

- Bradley, A. (2007), *How to Apply the PLANT SEEDS Framework for Enhanced Enterprise Web2.0 Adoption*, G00148751, Gartner, Inc., Stamford, CT.
- Bradshaw, D. (2007), *Oracle's own use of Web2.0*, 046626, Ovum, Boston, MA.
- Brennan, M. (1991), "Mismanagement and Quality Circles: How Middle Managers Influence Direct Participation", *Employee Relations*, vol. 13, no. 5, pp. 22.
- Brown, J. and Quarter, J. (1994), "Resistance to change: The influence of social networks on the conversion of a privately-owned unionized business to a worker cooperative", *Economic and Industrial Democracy*, vol. 15, no. 2, pp. 259.
- Butcher, D. and Clarke, M. (2002), "Organizational politics: The cornerstone for organizational democracy", *Organizational dynamics*, vol. 31, no. 1, pp. 35.
- Calmano, V. F. (2004), "Executive Commentary", *Academy of Management Executive*, vol. 18, no. 3, pp. 96-97.
- Cellan-Jones, R. (2009), *Wikipedia on the wane?*, available at: http://www.bbc.co.uk/blogs/technology/2009/11/wikipedia_on_the_wane.html (accessed 12/12).
- Clarke, O. (1987), "Industrial Democracy in Great Britain", *International Studies of Management & Organization*, vol. 17, no. 2, pp. 38-51.
- de Jong, G. and van Witteloostuijn, A. (2004), "Successful Corporate Democracy: Sustainable Cooperation of Capital and Labor in the Dutch Breman Group", *The Academy of Management Executive*, vol. 18, no. 3, pp. 54.
- Denton, D. K. (1995), "Ingraining employee involvement into corporate decision making", *Business Forum*, vol. 20, no. 3,4, pp. 11.
- Denzin, N. and Lincoln, Y. (2003), "The Discipline and Practice of Qualitative Research", in Denzin, N. and Lincoln, Y. (eds.) *Collecting and Interpreting Qualitative Materials*, 2nd Edition, SAGE Publications, Inc., California, pp. 1-45.
- Derber, M. (1967), "The Idea of Industrial Democracy in America", *Labor History*, vol. 8, no. 1, pp. 3.
- Derber, M. (1966), "The Idea of Industrial Democracy in America 1898-1915", *Labor History*, vol. 7, no. 3, pp. 259-286.
- Duff, A. (1996), "The literature search: a library-based model for information skills instruction", *Library Review*, vol. 45, no. 4, pp. 14-18.
- Easterby-Smith, M., Thorpe, R. and Jackson, P. (2008), *Management Research*, 3rd Edition, SAGE Publications Ltd., London.
- Economist Intelligence Unit (2007), *Serious Business: Web2.0 goes corporate*, The Economist, London.
- Ehin, C. (1995a), "The quest for empowering organizations: Some lessons from our foraging past", *Organization Science*, vol. 6, no. 6, pp. 666.
- Ehin, C. (1995b), "The ultimate advantage of self-organizing systems", *The Journal for Quality and Participation*, vol. 18, no. 5, pp. 30.

- Ensley, M. D., Hmieleski, K. M. and Pearce, C. L. (2006), "The importance of vertical and shared leadership within new venture top management teams: Implications for the performance of startups", *Leadership Quarterly*, vol. 17, no. 3, pp. 217.
- Eriksson, P. and Kovalainen, A. (2008), *Qualitative Methods in Business Research*, 1st Edition, SAGE Publications Ltd., London.
- Fairclough, N. (2001), *Language and Power*, Second Edition, Pearson Education Ltd., Harlow.
- Franklin, D., (2007), *The World in 2008*, 22nd ed., The Economist, London.
- Gartner (2007), *Hype Cycle for the High Performance Workplace, 2007*, G00148111, Gartner Inc., Stamford, CT.
- Global Language Monitor (2009), *The Global Language Monitor*, available at: <http://www.languagemonitor.com/> (accessed 06/23).
- Gomez, C. and Rosen, B. (2001), "The leader-member exchange as a link between managerial trust and employee empowerment", *Group & Organization Management*, vol. 26, no. 1, pp. 53.
- Gordon, S. (2006), "Rise of the Blog", *IEE Review*, vol. 52, no. 3, pp. 32.
- Granfield, M. (2009), *How Social Media won Obama the US Election*, available at: <http://www.marketingmag.com.au/blogs/view/how-social-media-won-obama-the-us-election-865> (accessed 11/21).
- Gregory, D., (2007), *Melcrum Press Release*, 1st Edition, Melcrum, London.
- Hammer, T. H., Currall, S. C. and Stern, R. N. (1991), "Worker Representation on Boards of Directors: A Study of Competing Roles", *Industrial & labor relations review*, vol. 44, no. 4, pp. 661.
- Harris, K. (2007), *Consumerization and the Web: Threats and Opportunities for Enterprises*, G00148768, Gartner Inc., Stamford, CT.
- Hatch, M. J. and Cunliffe, A. L. (2006), *Organization Theory*, Paperback Edition, Oxford University Press, Oxford.
- Heil, B. and Piskorski, M. (2009), *New twitter research: men follow men and nobody tweets*, available at: http://blogs.harvardbusiness.org/cs/2009/06/new_twitter_research_men_follo.html (accessed 12/12).
- Hennen, J. (2001), "E. T. Weir, Employee Representation, and the Dimensions of Social Control: Weirton Steel. 1933-1937", *Labor Studies Journal*, vol. 26, no. 3, pp. 25-49.
- Hodgkinson, S. (2007a), *Does Your Enterprise Need Web2.0?* 045410, Ovum, Boston, MA.
- Hodgkinson, S. (2007b), *What is Web2.0?* 045408, Ovum, Boston, MA.
- Hoffman, D. (2009), *Managing beyond Web2.0*, available at: <http://steve-dale.net/wp-content/uploads/2009/10/McKinsey-managing-beyond-web-2.02.pdf> (accessed 09/24).

- Hoover, J. N. (2007), "Wells Fargo Taps Web 2.0 - Financial Services firm is using blogs, wikis and even Second Life's virtual world to connect employees and customers.", *Wall Street & Technology*, vol. 25, no. 5, pp. 25.
- Huff, A. (1999), *Writing for Scholarly Publication*, Annotated Edition, Sage Publications Ltd., London.
- Humphrys, J., (2008), *VIRTUAL NIGHTMARE*, 05/01/08 Edition, Daily Mail, London.
- James, K. and Vinnicombe, S. (2002), "Acknowledging the Individual in the Researcher", in Partington, D. (ed.) *Essential Skills for Management Research*, 1st Edition, SAGE Publications Ltd., London, pp. 84-98.
- Jaques, P. (1985), "Whatever Happened to Motivation?", *Management Services*, vol. 29, no. 7, pp. 12-14.
- Jenkins. (Nottingham University Business School), (2003), *Mapping Your Field* (unpublished Teaching Materials), UK.
- Johnson, P. (2006), "Whence Democracy? A Review and Critique of the Conceptual Dimensions and Implications of the Business Case for Organizational Democracy", *Organization*, vol. 13, no. 2, pp. 245-274.
- Johnson, P. and Harris, D. (2002), "Qualitative and Quantitative Issues in Research Design", in Partington, D. (ed.) *Essential Skills for Management Research*, 1st Edition, Sage Publications Ltd., London, pp. 99-115.
- Jones, D. R. (2000), "Leadership strategies for sustainable development: a case study of Suma Wholefoods", *Business Strategy and the Environment*, vol. 9, no. 6, pp. 378.
- Kaufman, B.E., (2003), *High-Level Employee Involvement at Delta Air Lines*, John Wiley & Sons, Inc. / Business.
- Kerr, J. L. (2004), "The limits of organizational democracy", *Academy of Management Executive*, vol. 18, no. 3, pp. 81-95.
- Khan, U. (2009), *Twitter should win Nobel Peace Prize, says former US security advisor*, available at: <http://www.telegraph.co.uk/technology/twitter/5768159/Twitter-should-win-Nobel-Peace-Prize-says-former-US-security-adviser.html> (accessed 07/14).
- Kirchner, A., (2006), *Journal Recommendations for Academic Publication*, 3rd Edition, Cranfield School of Management, UK.
- Koplowitz, R. (2009), *Harnessing social networking to drive transformation*, 55143, Forrester, Cambridge, MA.
- Kurs, S., (2006), *Virtual empire of the young*, 17/09/06 Edition, The Sunday Times, London.
- Kvale, S. (1996), *InterViews*, 1st Edition, Sage Publications, Inc., London.
- Lawler, E. E.,III and Mohrman, S. A. (1987), "Quality Circles: After the Honeymoon", *Organizational dynamics*, vol. 15, no. 4, pp. 42.
- Libert, B. and Spector, J. (2008), *We Are Smarter Than Me*, Hardback Edition, Pearson Education, Inc., USA.

- Lukes, S. (2005), *Power - A Radical View*, Second Edition, Palgrave Macmillan, Basingstoke.
- Mader, S. (2008), *wikipatterns*, Paperback Edition, Wiley Publishing, Inc., Indianapolis, IN.
- Manville, B. and Ober, J. (2003), "Beyond empowerment: Building a company of citizens", *Harvard business review*, vol. 81, no. 1, pp. 48.
- McAfee, A. P. (2006), "Enterprise 2.0: The Dawn of Emergent Collaboration", *MIT Sloan Management Review*, vol. 47, no. 3, pp. 21.
- McHugh, P. P., Cutcher-Gershenfeld, J. and Polzin, M. (1999), "Employee stock ownership plans: Union influence and stakeholder interests", *Economic and Industrial Democracy*, vol. 20, no. 4, pp. 535.
- Mills, D. Q. (1995), "The new management system", *European Management Journal*, vol. 13, no. 3, pp. 251.
- Mitchell, D. (2007), *Web2.0 or Bubble2.0?* 044518, Ovum, Boston, MA.
- Muczyk, J. P. and Reimann, B. C. (1987), "The Case for Directive Leadership", *Academy of Management Executive*, vol. 1, no. 4, pp. 301-311.
- Muczyk, J. P. and Steel, R. P. (1998), "Leadership style and the turnaround executive", *Business horizons*, vol. 41, no. 2, pp. 39.
- O'Reilly, T. (2005), *What is Web2.0*, available at:
<http://www.oreillynet.com/pub/a/oreilly/tim/news/2005/09/30/what-is-web-20.html>
 (accessed 27/12/07).
- Ouchi, W. (1982), *Theory Z - How American Business Can Meet the Japanese Challenge*, First Edition, Avon Books, USA.
- Parkyn, J., (2007), *The Computeractive Ultimate Guide to Social Networking*, IncisiveMedia, London.
- Parry, E. D. (2008), *Management Focus – the war for talent moves online*, Autumn 08, Cranfield School of Management, Cranfield.
- Partington, D. (Cranfield School of Management), (2008), *Research Strategies Overview* (unpublished Teaching Material), UK.
- Pateman, C. (1975), "A Contribution to the Political Theory of Organizational Democracy", *Administration & Society*, vol. 7, no. 1, pp. 5.
- Pearce, C. L. (2004), "The future of leadership: Combining vertical and shared leadership to transform knowledge work", *Academy of Management Executive*, vol. 18, no. 1, pp. 47-57.
- Pearce, C. L. and Barkus, B. (2004), "The Future of Leadership: Combining Vertical and Shared Leadership to Transform Knowledge Work", *The Academy of Management Executive*, vol. 18, no. 1, pp. 47.
- Peiperl, M. A. (2001), "Getting 360 feedback right", *Harvard business review*, vol. 79, no. 1, pp. 142.

- Pettigrew, A. and Whipp, R. (1993), *Managing Change for Competitive Success*, Paperback Edition, Blackwell Publishing, Malden, MA.
- Pettigrew, A. and Whipp, R. (1991), *Dimensions of Change - Pettigrew and Whipp*, available at:
http://www.valuebasedmanagement.net/methods_pettigrew_dimensions_strategic_change.html (accessed 02/01).
- Powley, E. H., Fry, R. E., Barrett, F. J. and Bright, D. S. (2004), "Dialogic democracy meets command and control: Transformation through the Appreciative Inquiry Summit", *Academy of Management Executive*, vol. 18, no. 3, pp. 67-80.
- Proofpoint (2009), *Careful what you email, post, upload and tweet: US businesses embrace aggressive preventative measures*, available at:
<http://www.marketwire.com/press-release/Proofpoint-Inc-1027877.html> (accessed 12/12/09).
- Raskino, M. (2007), *In 2008, Enterprise Web2.0 Goes Mainstream*, G00153218, Gartner, Inc., Stamford, CT.
- Rhoades, L. and Eisenberger, R. (2002), "Perceived organizational support: A review of the literature", *The Journal of applied psychology*, vol. 87, no. 4, pp. 698.
- Rogers, E. (1964), *Diffusion of Innovations*, 1st Edition, Free Press of Glencoe, USA.
- Rosenstein, E., Ofek, A. and Harel, G. (1987), "Organizational Democracy and Management in Israel", *International Studies of Management & Organization*, vol. 17, no. 2, pp. 52-68.
- Rothschild, J. and Ollilainen, M. (1999), "Obscuring but not reducing managerial control: Does TQM measure up to democracy standards?", *Economic and Industrial Democracy*, vol. 20, no. 4, pp. 583.
- Rudnick, M. and Kouba, W., (2006), *How the "Google Effect" is Transforming Employee Communications and Driving Employee Engagement (Hint: It has nothing to do with search)*, 1st Edition, Watson Wyatt, USA.
- Russell, R., Hochner, A. and Perry, S. E. (1979), "Participation, Influence, and Worker-Ownership", *Industrial Relations*, vol. 18, no. 3, pp. 330.
- Ryan, G. and Bernard, H. R. (2003), "Data Management and Analysis Methods", in Denzin, N. and Lincoln, Y. (eds.) *Collecting and Interpreting Qualitative Materials*, 2nd Edition, Sage Publications Inc., Thousand Oaks, CA., pp. 259-309.
- Saunders, M., Lewis, P. and Thornhill, A. (2007), *Research Methods for Business Students*, 4th Edition, Prentice Hall Financial Times, Harlow.
- Sawyer, K. (2007), *Group Genius: The Creative Power of Collaboration*, Hardback Edition, Basic Books Inc., New York, NY.
- Schott, B. (2009a), "Sci, Tech, Net", in Schott, B. (ed.) *Schott's Almanac 2010*, Hardback Edition, Bloomsbury Publishing Plc., London, pp. 186-206.
- Schott, B. (2009b), "Media & Celebrity", in Schott, B. (ed.) *Schott's Almanac 2010*, Hardback Edition, Bloomsbury Publishing Plc., London, pp. 120-141.

- Schott, B. (2008a), "Media and Celebrity", in Schott, B. (ed.) *Schott's Almanac 2009*, Hardback Edition, Bloomsbury Publishing Plc., London, pp. 120-141.
- Schott, B. (2008b), "Sci, Tech, Net", in Schott, B. (ed.) *Schott's Almanac 2009*, Hardback Edition, Bloomsbury Publishing Plc., London, pp. 188-208.
- Schott, B. (2007), "Sci, Tech, Net", in *Schott's Almanac 2008*, Hardback Edition, Bloomsbury Publishing Plc., London, pp. 182-202.
- Schott, B. (2006), "Sci, Tech, Net", in *Schott's Almanac 2007*, Hardback Edition, Bloomsbury Publishing Plc., London, pp. 181-202.
- Schott, B. (2005), "Sci, Tech, Net", in *Schott's Almanac 2006*, Hardback Edition, Bloomsbury Publishing Plc., London, pp. 173-194.
- Scott, J. (2001), *Power*, First Edition, Polity Press, Cambridge.
- Scrutiny of Acts and Regulations Committee (2005), *Victorian Electronic Democracy*, available at: http://www.parliament.vic.gov.au/sarc/E-democracy/Final_Report/Glossary.htm (accessed 27/12/07).
- Semler, R. (1989), "Managing Without Managers", *Harvard business review*, vol. 67, no. 5, pp. 76.
- Shah, S., (2006), *Welcome to the age of the teenage mini-publisher*, 04/09/06 Edition, The Independent, London.
- Shipman, T., (2007), *Get out of my Facebook, parents told*, 17/06/07 Edition, The Sunday Telegraph, London.
- Sibbet, D. (1997), "75 Years of Management Ideas and Practice 1922-1997", *Harvard business review*, vol. 75, no. 5, pp. 2-12.
- Slembrouck, S. (2006), *What is meant by "discourse analysis"?*, available at: <http://bank.rug.ac.be/da/da.htm> (accessed 02/15).
- Smith, C. A., Organ, D. W. and Near, J. P. (1983), "Organizational citizenship behavior: Its nature and antecedents", *Journal of Applied Psychology*, vol. 68, pp. 653-663.
- Smith, D. (1978), "Control and Orientations to Work in a Business Organization", *Journal of Management Studies*, vol. 15, no. 2, pp. 211-222.
- Smith, D. M. (2007a), *Key Issues for Web2.0 and Consumerization, 2H07*, G00149451, Gartner Inc., Stamford, CT.
- Smith, S. (2007b), "Why Employees are More Trusted than the Ceo", *Strategic Communication Management*, vol. 11, no. 3, pp. 7-7.
- Strauss, G. and Rosenstein, E. (1970), "Workers Participation: A Critical View", *Industrial Relations*, vol. 9, no. 2, pp. 197-214.
- Tapscott, D. and Williams, A. D. (2007), *Wikinomics: How Mass Collaboration Changes Everything*, Hardback Edition, Atlantic Books, London.

- Taras, D. G. and Kaufman, B. E. (2006), "Non-union employee representation in North America: diversity, controversy and uncertain future", *Industrial Relations Journal*, vol. 37, no. 5, pp. 513.
- Taras, D. G. and Copping, J. (1999), "Employee discontent at Imperial Oil", *Human Resource Management International Digest*, vol. 7, no. 2, pp. 27.
- The Lawyer Contributors, (2007), *Linklaters pilots wiki for shared knowledge*, Centaur Communications Ltd., London.
- Thorsrud, E. and Emery, F. E. (1970), "Industrial Democracy in Norway", *Industrial Relations*, vol. 9, no. 2, pp. 187-196.
- Tranfield, D., Denyer, D. and Smart, P. (2003), "Towards a methodology for developing evidence-informed management knowledge by means of systematic review", *British Journal of Management*, vol. 14, no. 3, pp. 207.
- Treem, J., (2006), *New Frontiers in Employee Communications 2006*, 1st Edition, Edelman / Peplemetrics, USA.
- van Harmelen, J. (2008), "Inviting Tnt's Employees into the Ceo's Virtual Office", *Strategic Communication Management*, vol. 12, no. 1, pp. 12-12.
- Venkatesh, V., Morris, M. G., Davis, G. B. and Davis, F. D. (2003), "User acceptance of information technology: Toward a unified view", *MIS Quarterly*, vol. 27, no. 3, pp. 425.
- Waldman, D. A., Atwater, L. E. and Antonioni, D. (1998), "Has 360 feedback gone amok?", *The Academy of Management Executive*, vol. 12, no. 2, pp. 86.
- Wallace, M. and Wray, A. (2006), *Critical Reading and Writing for Postgraduates*, 1st Edition, Sage Publications Ltd., London.
- Walmsley, A., (2006), *Social interaction is key to web 2.0*, 18/10/06 Edition, Marketing, London.
- Walton, R. E. and Schlesinger, L. A. (1979), "Do Supervisors Thrive in Participative Work Systems?", *Organizational dynamics*, vol. 7, no. 3, pp. 24-38.
- Webb, M.S., (2007), *Out of my Facebook!*, 28/10/07 ed., The Sunday Times, London.
- Wellens, J. (1983), "REVIEW: Comment on the News", *Industrial & Commercial Training*, vol. 15, no. 9, pp. 268.
- Wellens, J. (1974), "Comment", *Industrial & Commercial Training*, vol. 6, no. 10, pp. 443-446.
- Whyte, W. F. and Blasi, J. R. (1982), "Worker Ownership, Participation and Control: Toward a Theoretical Model", *Policy Sciences*, vol. 14, no. 2, pp. 137-163.
- Wikipedia contributors (2007a), *Web 2.0*, available at: http://en.wikipedia.org/wiki/Web_2.0 (accessed 27/12/07).
- Windmuller, J. P. (1953), "German Codetermination Laws", *Industrial & labor relations review*, vol. 6, no. 3, pp. 399-416.

Xarchos, C. and Charland, M. B. (2008), "Innovapost uses Web 2.0 tools to engage its employees", *Strategic HR Review*, vol. 7, no. 3, pp. 13-18.

Yin, R. (2003), *Case Study Research Design and Methods*, 3rd Edition, Sage Publications Inc., Thousand Oaks, CA.

THIS PAGE LEFT INTENTIONALLY BLANK

APPENDIX A – SEARCH STRATEGY

As part of the protocol, and informed by prior Scoping Study work, a set of Keywords, Search Strings and Sources were identified. Initially, a set of Keywords were defined, shown in the table below.

<u>ORGANISATIONAL ACTORS</u> Executive Senior Manager Director Leader Board member CEO Boss Management Supervis* Worker Employee Operative Workforce Work force Subordinate Sub-ordinate Follower Team Workgroup Work group	<u>POWER & CONTROL IN AN ORGANISATIONAL CONTEXT</u> Authority Influence Power Control Conflict Command* Dominat* Repress* Restrain* Suppress* Anarchy	<u>POLITICS IN AN ORGANISATIONAL CONTEXT</u> Organi?ational democracy Organi?ational politics Workplace politics Emancipation
<u>TECHNOLOGY</u> Enterprise2.0 Enterprise 2.0 Web2.0 Web 2.0 Social network* Wiki Blog	<u>ORGANISATIONAL DEMOCRACY</u> Organi?ational democracy Shared leader* Distributed leader* Collaborative leader* Autonom* workgroup* Worker co-operative Worker cooperative Labor managed Labour managed Adhocracy Autocra* Egalitarian	<u>LEADER-WORKER RELATIONS</u> Employee involvement Employee engagement Employee empowerment Employee participation Employee collaboration Employee representation Worker involvement Worker engagement Worker empowerment Worker participation Worker collaboration Worker representation

It is the lower keywords that formed the core of the Systematic Literature Review since the upper keywords primarily address aspects covered during Scoping Study.

A series of Search Strings were then developed utilising these Keywords and pilot searches were undertaken to test validity.

The Search Strings used in this study were as follows:

ORGANISATIONAL DEMOCRACY and LEADER-WORKER RELATIONS (OD-LWR)

TECHNOLOGY and LEADER-WORKER RELATIONS (T-LWR)

TECHNOLOGY and ORGANISATIONAL DEMOCRACY (T-OD)

Each of these searches was undertaken on each of three databases with discrete options selected.

Upon advice from the supervisory panel, searches were also undertaken on the Psycinfo database, a specialist Psychology database. A sub-set of the **TECHNOLOGY** search string was used – with searches for '*enterprise2.0*', '*enterprise 2.0*', '*web2.0*' and '*web 2.0*' undertaken.

APPENDIX B – INCLUSION AND EXCLUSION CRITERIA

The following table shows the primary (applied to title and abstract) and secondary (applied to full texts) inclusion and exclusion criteria, developed as part of the Systematic Literature Review Protocol.

Criteria	Inclusion	Exclusion
1A	Corporate or government sector	Voluntary or not-for-profit sector (rationale: cultural differences within the organisation, for example purpose, motivation, governance models, volunteer versus employee).
1B	Organisational Politics / Organisational Democracy	Socio-Political or Socio-Economic models (Rationale: test searches yield some papers related to P olitics; these are out of scope for this review).
1C	English	Non-English (Rationale: to control out cultural differences for studies not undertaken in English-speaking geographies).
2A	Organisational Democracy models that facilitate meaningful conversation between leaders and workers	Other Organisational Democracy models that operate within a 'closed' group and do not bridge the divide between leaders and workers (for example a local workgroup), or which do not provide a voice for workers (for example shared ownership schemes that simply divide reward / investment).
2B	May be conceptual or theoretical, but must have implication for practice, for example recognising / discussing the tensions and challenges of implementing Organisational Democracy in an organisational context	Abstract concepts or theories that are incognisant of application within the organisational context.
2C	Considers the impact of Organisational Politics, Power, Control in relation to Organisational Democracy	Considers the impact of Organisational Politics, Power, Control in relation to other issues, for example morale, employee satisfaction or performance
2D	Internal use of the technology, for example to connect leaders and workers	External use of the technology, for example to connect businesses and their customers.
2E	Considers the management and leadership considerations, consequences and outcomes of technology implementation / adoption, for example engagement with the technology.	Focuses on the technical considerations, consequences and outcomes of technology implementation / adoption, for example selection criteria or TAM assessment.
2F	Considers how economic decisions are made within organisations.	Financial or economic analysis of Labour-managed firms, or worker co-operatives, for example lending, pricing, utilisation, productivity.
2G	Considers empowerment in relation to organisational democracy.	Considers empowerment in other contexts, for example coaching, or during change.

APPENDIX C – QUALITY APPRAISAL CRITERIA

For each included study a quality appraisal was undertaken, and the table below summarises the evaluation criteria against which a narrative was provided. The Journal Rating was based upon Cranfield School of Management Guidance (Kirchner, 2006).

QUALITY ASSESSMENT CRITERIA	
1.	Consider journal rating, and number, nature, range of references.
2.	Was an explicit account of the theoretical framework given? (consider depth of review / synthesis of earlier work, related concepts or fields, for example, a literature review)
3.	Is there a succinct statement of objectives or research questions? (consider extent to which the review/research questions are clearly/explicitly articulated)
4.	Is there a clear description of the context? (consider intervention, outcome, barriers and if/how overcome)
5.	Is the method both well defined and well designed? (consider the depth of definition, and supporting justification, assumptions and limitations) How was the sample chosen, was it adequate Is there a clear description of data collection and data analysis methods; are they appropriate, is there transparency
6.	How does the research move from raw data (numbers, quotations, examples) to an analysis and interpretation of the meaning and significance of the findings? (consider clarity and transparency of findings, strength of warrant, coherent and consistency of approach that addresses stated aims).
7.	For conceptual models, is an explicit model described, linked to earlier work, related to the organisational context and discussed extensively?
8.	How significant are the findings, what is their contribution, and their general relevance to practice; is there guidance for future research? (consider degree of abstraction versus generalisability)

THIS PAGE LEFT INTENTIONALLY BLANK

APPENDIX D – DATA EXTRACTION AND SYNTHESIS TEMPLATE

For each included study, the following template was completed.

Reading Summary

Title:	
Author(s):	
Journal:	
Date:	

Read:	
-------	--

Paper Abstract	[100 words]				
Country:		Sector:		Technology:	
Method(s) / Approach:			Key Concepts / Theories / Ideas:		

INCLUSION / EXCLUSION CRITERIA			
Corp or Gov NFP / vol.		Org. Politics / Org. Dem vs. Socio-political / Socio-economic models	English Language
<p>Organisational Democracy models that facilitate meaningful conversation between leaders and workers (INCLUDE) vs. Other Organisational Democracy models that operate within a 'closed' group and do not bridge the divide between leaders and workers (e.g. a local workgroup), or which do not provide a voice for workers (e.g. shared ownership schemes that simply divide reward / investment) (EXCLUDE).</p>			
<p>May be conceptual or theoretical, but must have implication for practice, e.g. recognising / discussing the tensions and challenges of implementing Organisational Democracy in an organisational context (INCLUDE) vs. Abstract concepts or theories that are incognisant of application within the organisational context. (EXCLUDE)</p>			
<p>Considers the impact of Organisational Politics, Power, Control etc. in relation to Organisational Democracy (INCLUDE) vs. Considers the impact of Organisational Politics, Power, Control etc. in relation to other issues, e.g. morale or employee satisfaction (EXCLUDE)</p>			
<p>Internal use of the technology, e.g. to connect leaders and workers (INCLUDE) vs. External use of the technology, e.g. to connect businesses and their customers (EXCLUDE)</p>			
<p>Considers the management and leadership considerations, consequences and outcomes of technology implementation / adoption, e.g. engagement with the technology (INCLUDE) vs. Focuses on the technical considerations, consequences and outcomes of technology implementation / adoption, e.g. selection criteria or TAM assessment (EXCLUDE)</p>			
<p>Considers how economic decisions are made within organisations (INCLUDE) vs. Financial or economic analysis of Labour-managed firms, or worker co-operatives, for example lending, pricing, utilisation, productivity etc. (EXCLUDE)</p>			
<p>Considers empowerment in relation to organisational democracy (INCLUDE) vs. Considers empowerment in other contexts, e.g. coaching, or during change. (EXCLUDE)</p>			
QUALITY ASSESSMENT CRITERIA			
1.	Consider journal rating, and number, nature, range of references.		
2.	Was an explicit account of the theoretical framework given? (consider depth of review / synthesis of earlier work, related concepts or fields, e.g. literature review)		
3.	Is there a succinct statement of objectives or research questions? (consider extent to which the review/research questions are clearly/explicitly articulated)		
4.	Is there a clear description of the context? (consider intervention, outcome, barriers and if/how overcome)		
5.	<p>Is the method both well defined and well designed? (consider the depth of definition, and supporting justification, assumptions and limitations)</p> <p style="margin-left: 20px;">a. How was the sample chosen, was it adequate</p> <p style="margin-left: 20px;">b. Is there a clear description of data collection and data analysis methods; are they appropriate, is there transparency</p>		
6.	How does the research move from raw data (numbers, quotations, examples) to an analysis and interpretation of the meaning and significance of the findings? (consider clarity and transparency of findings, strength of warrant, coherent and consistency of approach that addresses stated aims).		
7.	For conceptual models, is an explicit model described, linked to earlier work, related to the organisational context and discussed extensively?		
8.	How significant are the findings, what is their contribution, and their general relevance to practice; is there guidance for future research? (consider degree of abstraction vs. generalisability)		

Introduce the text - (A) Why am I reading this? (1) What review question am I asking of this literature?	
Reporting the content - (B) What are the authors trying to do in writing this? (2) What type of literature is this? (3) What kind of intellectual project is being undertaken?	[50-100 words]
Reporting the content - (C) What are the authors saying that is relevant to what I want to find out? (4) What is being claimed that is relevant to answering my review question?	[50-100 words]
Evaluating the Content - (D) How convincing is what the authors are saying? (5) How far is there backing for claims? (6) How adequate is any conceptual or theoretical orientation to back claims? (7) How far does any value stance adopted affect claims? (8) How far are claims supported or challenged by others work? (9) How far are claims consistent with my experience?	[100-200 words]
Drawing your conclusion - (E) In Conclusion, what can I make of this? (10) What is my overall evaluation of this literature in light of my review question?	[100-150 words]
What does this paper say about.. What different perspectives and models exist with respect to Organisational Democracy? What interventions (technological, procedural, systematic etc.) can be initiated to enhance Organisational Democracy?	
What does this paper say about.. What are the general factors that affect Organisational Democracy?	
What does this paper say about.. What tensions are observed between the desire of the leader to embrace Organisational Democracy whilst maintaining a need to retain power or exert control?	
From this paper, what can be determined regarding.. What are the theoretical frameworks and methodological approaches employed within this field?	
What does this paper say regarding.. What is the relationship between Enterprise2.0 and Organisational Democracy?	
In general, what is known and not known about: The disconnection between leaders and workers in organisations, and the perceived need to engage in meaningful conversations The tension created by the conflicting desires of leaders to introduce Organisational Democracy, whilst at the same time needing to retain Power and Control	
What themes are emerging that could be used during synthesis?	
Key Authors / References:	

THIS PAGE LEFT INTENTIONALLY BLANK

APPENDIX E – FULL LIST OF STUDIES INCLUDED IN SYSTEMATIC LITERATURE REVIEW

The following list shows the full set of studies included in the Systematic Literature Review.

- Ackoff, R. L. (1989), "The Circular Organization: An Update", *The Academy of Management Executive*, vol. 3, no. 1, pp. 11.
- Akella, D. (2003), "A Question of Power: How does Management Retain It?", *Vikalpa: The Journal for Decision Makers*, vol. 28, no. 3, pp. 45-56.
- Ashmos, D. P., Duchon, D., McDaniel, R. R., Jr and Huonker, J. W. (2002), "What a mess! Participation as a simple managerial rule to 'complexify' organizations", *The Journal of Management Studies*, vol. 39, no. 2, pp. 189.
- Avery, C. M. (1999), "All power to you: Collaborative leadership works", *The Journal for Quality and Participation*, vol. 22, no. 2, pp. 36.
- Barry, D. (1991), "Managing the Bossless Team: Lessons in Distributed Leadership", *Organizational dynamics*, vol. 20, no. 1, pp. 31.
- Bartoelke, K., Eschweiler, W., Flechsenberger, D. and Tannenbaum, A. S. (1982), "Workers' Participation and the Distribution of Control as Perceived by Members of Ten German Companies", *Administrative Science Quarterly*, vol. 27, no. 3, pp. 380.
- Bechtold, B. L. (1997), "Toward a participative organizational culture: evolution or revolution?", *Empowerment in Organizations*, vol. 5, no. 1, pp. 4.
- Bernardin, H. J. and Beatty, R. W. (1987), "Can Subordinate Appraisals Enhance Managerial Productivity?", *Sloan Management Review (1986-1998)*, vol. 28, no. 4, pp. 63.
- Bluestone, I. (1977), "Creating a New World of Work", *International Labour Review*, vol. 115, no. 1, pp. 1.
- Brennan, M. (1991), "Mismanagement and Quality Circles: How Middle Managers Influence Direct Participation", *Employee Relations*, vol. 13, no. 5, pp. 22.
- Brown, D. (1992), "Why Participative Management Won't Work Here", *Management review*, vol. 81, no. 6, pp. 42.
- Brown, J. and Quarter, J. (1994), "Resistance to change: The influence of social networks on the conversion of a privately-owned unionized business to a worker cooperative", *Economic and Industrial Democracy*, vol. 15, no. 2, pp. 259.

- Burkhardt, M. E. and Brass, D. J. (1990), "Changing Patterns or Patterns of Change: The Effects of a Change in Technology on Social Network Structure and Power", *Administrative Science Quarterly*, vol. 35, no. 1, pp. 104-127.
- Butcher, D. and Clarke, M. (2002), "Organizational Politics: The Cornerstone for Organizational Democracy", *Organizational dynamics*, vol. 31, no. 1, pp. 35-46.
- Calmano, V. F. (2004), "Executive Commentary", *Academy of Management Executive*, vol. 18, no. 3, pp. 96-97.
- Clarke, O. (1987), "Industrial Democracy in Great Britain", *International Studies of Management & Organization*, vol. 17, no. 2, pp. 38-51.
- de Jong, G. and van Witteloostuijn, A. (2004), "Successful Corporate Democracy: Sustainable Cooperation of Capital and Labor in the Dutch Breman Group", *The Academy of Management Executive*, vol. 18, no. 3, pp. 54.
- Decker, B., Ras, E., Rech, J., Jaubert, P. and Rieth, M. (2007), "Wiki-Based Stakeholder Participation in Requirements Engineering", *IEEE Software*, vol. 24, no. 2, pp. 28-35.
- Denton, D. K. (1995), "Ingraining employee involvement into corporate decision making", *Business Forum*, vol. 20, no. 3,4, pp. 11.
- Derber, M. (1967), "The Idea of Industrial Democracy in America", *Labor History*, vol. 8, no. 1, pp. 3.
- Derber, M. (1966), "The Idea of Industrial Democracy in America 1898-1915", *Labor History*, vol. 7, no. 3, pp. 259-286.
- Dew, J. (1995), "Creating team leaders", *The Journal for Quality and Participation*, vol. 18, no. 6, pp. 50.
- DiPadova, L. N. and Faerman, S. R. (1993), "Using the Competing Values Framework to Facilitate Managerial Understanding Across Levels of Organizational Hierarchy", *Human resource management*, vol. 32, no. 1, pp. 143-174.
- Douglas, C. and Gardner, W. L. (2004), "Transition to self-directed work teams: implications of transition time and self-monitoring for managers' use of influence tactics", *Journal of Organizational Behavior*, vol. 25, no. 1, pp. 47-65.
- Ehin, C. (1995a), "The quest for empowering organizations: Some lessons from our foraging past", *Organization Science*, vol. 6, no. 6, pp. 666.
- Ehin, C. (1995b), "The ultimate advantage of self-organizing systems", *The Journal for Quality and Participation*, vol. 18, no. 5, pp. 30.
- Ewing, M. E. (2007), "Changing with the times: Leveraging the Web to enhance your employee communications program", *Public Relations Tactics*, vol. 14, no. 3, pp. 12-13.

- Fairhurst, G. T., Green, S. and Courtright, J. (1995), "Inertial Forces and the Implementation of a Socio-technical Systems Approach: A Communication Study", *Organization Science*, vol. 6, no. 2, pp. 168-185.
- Gregory, D., (2007), *Melcrum Press Release*, 1st Edition, Melcrum, London.
- Hammer, T. H., Currall, S. C. and Stern, R. N. (1991), "Worker Representation on Boards of Directors: A Study of Competing Roles", *Industrial & labor relations review*, vol. 44, no. 4, pp. 661.
- Harrison, J. S. and Freeman, R. E. (2004), "DEMOCRACY IN AND AROUND ORGANIZATIONS: Is Organizational Democracy Worth the Effort?", *The Academy of Management Executive*, vol. 18, no. 3, pp. 49.
- Hatch, M. J. and Cunliffe, A. L. (2006), *Organization Theory*, Paperback Edition, Oxford University Press, Oxford.
- Hennen, J. (2001), "E. T. Weir, Employee Representation, and the Dimensions of Social Control: Weirton Steel. 1933-1937", *Labor Studies Journal*, vol. 26, no. 3, pp. 25-49.
- Jaques, P. (1985), "Whatever Happened to Motivation?", *Management Services*, vol. 29, no. 7, pp. 12-14.
- Johnson, P. (2006), "Whence Democracy? A Review and Critique of the Conceptual Dimensions and Implications of the Business Case for Organizational Democracy", *Organization*, vol. 13, no. 2, pp. 245.
- Jones, D. R. (2000), "Leadership strategies for sustainable development: a case study of Suma Wholefoods", *Business Strategy and the Environment*, vol. 9, no. 6, pp. 378.
- Kaufman, B.E., (2003), *High-Level Employee Involvement at Delta Air Lines*, John Wiley & Sons, Inc. / Business.
- Kerr, J. L. (2004), "The Limits of Organizational Democracy", *The Academy of Management Executive*, vol. 18, no. 3, pp. 81.
- Krueger, A. (1995), "Comments and discussion", *Brookings Papers on Economic Activity* [H.W.Wilson - SSA], , pp. 161.
- Lawler, E. E.,III and Mohrman, S. A. (1987), "Quality Circles: After the Honeymoon", *Organizational dynamics*, vol. 15, no. 4, pp. 42.
- Leftridge, D. W. and Waddell-Schultz, G. (1999), "Improve Communication in a Shared Governance System", *Nursing management*, vol. 30, no. 3, pp. 50-54.
- LeNoble, P. J. (1993), "Power sources and management styles", *Management review*, vol. 82, no. 12, pp. 47.

- Lukes, S. (2005), *Power - A Radical View*, Second Edition, Palgrave Macmillan, Basingstoke.
- Manville, B. and Ober, J. (2003), "Beyond empowerment: Building a company of citizens", *Harvard business review*, vol. 81, no. 1, pp. 48.
- McAfee, A. P. (2006), "Enterprise 2.0: The Dawn of Emergent Collaboration", *MIT Sloan Management Review*, vol. 47, no. 3, pp. 21.
- McHugh, P. P., Cutcher-Gershenfeld, J. and Polzin, M. (1999), "Employee stock ownership plans: Union influence and stakeholder interests", *Economic and Industrial Democracy*, vol. 20, no. 4, pp. 535.
- Meyer, G. (1994), "The company you keep affects your attitudes toward the company", *Academy of Management Executive*, vol. 8, no. 3, pp. 101-102.
- Mills, D. Q. (1995), "The new management system", *European Management Journal*, vol. 13, no. 3, pp. 251.
- Mittler, J. E. (2007), "Know Your Management Rights", *Industrial Management*, vol. 49, no. 3, pp. 26-30.
- Moe, J. L. (1995), "What does "employee involvement" mean?", *Quality Progress*, vol. 28, no. 7, pp. 67.
- Muczyk, J. P. and Reimann, B. C. (1989), "MBO as a Complement to Effective Leadership", *Academy of Management Executive*, vol. 3, no. 2, pp. 131-138.
- Muczyk, J. P. and Reimann, B. C. (1987), "The Case For Directive Leadership", *The Academy of Management Executive*, vol. 1, no. 4, pp. 301.
- Muczyk, J. P. and Steel, R. P. (1998), "Leadership style and the turnaround executive", *Business horizons*, vol. 41, no. 2, pp. 39.
- Newcombe, R. (1996), "Empowering the construction project team", *International Journal of Project Management*, vol. 14, no. 2, pp. 75.
- Nowicki, M. and Summers, J. (2008), "When Participative Management Leads to Garbled Communication", *hfm (Healthcare Financial Management)*, vol. 62, no. 2, pp. 118-120.
- Nowicki, M. and Summers, J. (2003), "The benevolent autocrat: Is it the right fit for the times?", *Healthcare Financial Management*, vol. 57, no. 10, pp. 84.
- Pateman, C. (1975), "A Contribution to the Political Theory of Organizational Democracy", *Administration & Society*, vol. 7, no. 1, pp. 5.
- Pearce, C. L. and Barkus, B. (2004), "The Future of Leadership: Combining Vertical and Shared Leadership to Transform Knowledge Work", *The Academy of Management Executive*, vol. 18, no. 1, pp. 47.

- Peiperl, M. A. (2001), "Getting 360 feedback right", *Harvard business review*, vol. 79, no. 1, pp. 142.
- Powley, E. H., Fry, R. E., Barrett, F. J. and Bright, D. S. (2004), "Dialogic democracy meets command and control: Transformation through the Appreciative Inquiry Summit", *Academy of Management Executive*, vol. 18, no. 3, pp. 67-80.
- Rosenstein, E., Ofek, A. and Harel, G. (1987), "Organizational Democracy and Management in Israel", *International Studies of Management & Organization*, vol. 17, no. 2, pp. 52.
- Rothschild, J. and Ollilainen, M. (1999), "Obscuring but not reducing managerial control: Does TQM measure up to democracy standards?", *Economic and Industrial Democracy*, vol. 20, no. 4, pp. 583.
- Rudnick, M. and Kouba, W., (2006), *How the "Google Effect" is Transforming Employee Communications and Driving Employee Engagement (Hint: It has nothing to do with search)*, 1st Edition, Watson Wyatt, USA.
- Russell, R., Hochner, A. and Perry, S. E. (1979), "Participation, Influence, and Worker-Ownership", *Industrial Relations*, vol. 18, no. 3, pp. 330.
- SCM Contributors (2008), "The Next Frontier in Employee Comms", *Strategic Communication Management*, vol. 12, no. 3, pp. 9.
- SCM Contributors (2007a), "Latest on the Melcrum Blog", *Strategic Communication Management*, vol. 11, no. 3, pp. 5-5.
- SCM Contributors (2007b), "Study Reveals Social Media use", *Strategic Communication Management*, vol. 11, no. 3, pp. 9-9.
- Semler, R. (1989), "Managing Without Managers", *Harvard business review*, vol. 67, no. 5, pp. 76.
- Smith, D. (1978), "Control and Orientations to Work in a Business Organization", *Journal of Management Studies*, vol. 15, no. 2, pp. 211-222.
- Smith, S. (2007), "Why Employees are More Trusted than the Ceo", *Strategic Communication Management*, vol. 11, no. 3, pp. 7-7.
- Strauss, G. and Rosenstein, E. (1970), "Workers Participation: A Critical View", *Industrial Relations*, vol. 9, no. 2, pp. 197-214.
- Taras, D. G. and Kaufman, B. E. (2006), "Non-union employee representation in North America: diversity, controversy and uncertain future", *Industrial Relations Journal*, vol. 37, no. 5, pp. 513.
- Taras, D. G. and Copping, J. (1999), "Employee discontent at Imperial Oil", *Human Resource Management International Digest*, vol. 7, no. 2, pp. 27.

- Thorsrud, E. and Emery, F. E. (1970), "Industrial Democracy in Norway", *Industrial Relations*, vol. 9, no. 2, pp. 187-196.
- Travica, B. (1998), "Information Aspects of New Organizational Designs: Exploring the Non-Traditional Organization", *Journal of the American Society for Information Science*, vol. 49, no. 13, pp. 1224-1244.
- Treem, J., (2006), *New Frontiers in Employee Communications 2006*, 1st Edition, Edelman / Peoplemetrics, USA.
- van Harmelen, J. (2008), "Inviting Tnt's Employees into the Ceo's Virtual Office", *Strategic Communication Management*, vol. 12, no. 1, pp. 12-12.
- Waldman, D. A., Atwater, L. E. and Antonioni, D. (1998), "Has 360 feedback gone amok?", *The Academy of Management Executive*, vol. 12, no. 2, pp. 86.
- Walton, R. E. and Schlesinger, L. A. (1979), "Do Supervisors Thrive in Participative Work Systems?", *Organizational dynamics*, vol. 7, no. 3, pp. 25.
- Wellens, J. (1983), "REVIEW: Comment on the News", *Industrial & Commercial Training*, vol. 15, no. 9, pp. 268.
- Wellens, J. (1974), "Comment", *Industrial & Commercial Training*, vol. 6, no. 10, pp. 443-446.
- Whyte, W. F. and Blasi, J. R. (1982), "Worker Ownership, Participation and Control: Toward a Theoretical Model", *Policy Sciences*, vol. 14, no. 2, pp. 137-163.
- Windmuller, J. P. (1953), "German Codetermination Laws", *Industrial & labor relations review*, vol. 6, no. 3, pp. 399-416.
- Xarchos, C. and Charland, M. B. (2008), "Innovapost uses Web 2.0 tools to engage its employees", *Strategic HR Review*, vol. 7, no. 3, pp. 13-18.
- Zimmerman, D. K. (1978), "Participative Management: A Reexamination of the Classics", *Academy of Management Review*, vol. 3, no. 4, pp. 896-901.

APPENDIX F – DESCRIPTIVE DATA TABLES

The following tables support the descriptive data analysis for the studies included within the Systematic Literature Review.

The following table shows the breakdown by Search String and Stage. Each Search String is represented by an abbreviation.

OD-LWR: Organisational Democracy and Leader-Worker Relations
T-LWR: Technology and Leader-Worker Relations
T-OD: Technology and Organisational Democracy

	Search Strings	Cross-Referencing (*)	Scoping Study (*)	Conference Proceedings	Grand Total:	% of Total:
OD-LWR	50	11	6	0	67	80%
T-LWR	11	3	1	0	15	18%
T-OD	2	0	0	0	2	2%
Totals:	63	14	7	0	84	100%

(*) Studies Mapped to most appropriate Search String

The following table shows the journal categorisation and longitudinal publication date by Search String. The Journal in which each contributing study was published is categorised according to Cranfield School of Management guidelines (Kirchner, 2006). Where a Journal is not classified, this is shown. Additionally, practitioner papers (introduced at the cross-referencing stage) are also shown.

	Economics & Decision Science	HR Management & OB	Strategic Management & International Business	Not Categorised	Practitioner Paper	Total:
Not Known		1;	1;	1;		3;
1950 - 1959		1;				1;
1960 - 1969		1;		1;		2;
1970 - 1979		4;	2;	1;		7;
1980 - 1989		2;	6;	2;		10;
1990 - 1999	2;1	5;	6;2;	11;1		24;2;2
2000 - 2008		2;1;	11;1;	7;8;	3	20;13;
Total:	2;1	16;1;	26;3;	23;8;1	3	67;15;2

Key: **OD-LWR**; *T-LWR*; *T-OD*

The following table shows the quality assessment and journal rating by Search String. The Journal Rating was based upon Cranfield School of Management Guidance (Kirchner, 2006).

	Unknown	Unrated	1*	2*	3*	4*	Practitioner	Total:
OD-LWR	1	22	4	10	7	23	0	67
T-LWR	0	8	0	0	1	3	3	15
T-OD	0	1	0	0	1	0	0	2
Total:	1	31	4	10	9	26	3	84

The following table shows the methodological approaches by Search String.

	N/a	Conceptual	Case Study	Literature Review	Action Research	Quantitative	Qualitative	Total:
OD-LWR	3	13	29	3	16	2	1	67
T-LWR	0	0	2	1	5	7	0	15
T-OD	0	0	1	0	0	1	0	2
Total:	3	13	32	4	21	10	1	84

The following table shows the theoretical framework utilised by each of the studies grouped by Search String.

	Power Theory	Organisational Democracy	Leadership Theory	HRM	Organisational Theory	Technology	Other
OD-LWR	9	28	17	10	9	0	13
T-LWR	0	0	0	4	0	6	9
T-OD	0	0	0	0	0	2	3

THIS PAGE LEFT INTENTIONALLY BLANK

APPENDIX G – SYSTEMATIC LITERATURE REVIEW SUMMARY FINDINGS AND RELEVANCE TO ONGOING STUDY

Summary Finding:	Relevance to Enterprise2.0:	Relevance to Ongoing Study:
Case Study is the most commonly used method in this field, although only a few are extensive.	Case Study has been used to research Enterprise2.0.	The Research Design for the Empirical Research Project will be Case Study based.
Organisational Democracy is not new, and that examples have been identified back to the 19th Century.	Practitioner literature suggests Enterprise2.0 drivers and outcomes that are similar to those described in Organisational Democracy literature.	To inquire as to whether Enterprise2.0 is a contemporary instantiation of Organisational Democracy.
Interventions have been identified and researched globally, however some extend far beyond the enterprise organisation, and these are not felt to contribute to this study.	Practitioners suggest Enterprise2.0 may be used to engage workers, customers and other partners.	The focus of this and future study will be on those interventions that exist within the bounds of the enterprise organisation.
The drive to Organisational Democracy is often driven by the significant external forces, such as macro-level socio-economic or socio-political events.	Practitioners suggest that Enterprise2.0 adoption is in part driven by globalisation, the pace of technological change and the changing workforce demographic.	The study may need to consider these aspects.

Summary Finding:	Relevance to Enterprise2.0:	Relevance to Ongoing Study:
Although some documented cases appear un-generalisable, a few large-scale, apparently successful corporate interventions have also been identified.	Whilst many organisations are experimenting, some large-scale corporate Enterprise2.0 interventions have been documented.	These studies will be used to inform the subsequent Research Design.
Organisational Democracy is seen to succeed and fail in almost equal measure, with some arguing that the concept is fatally flawed.	Practitioners foresee great challenges in the adoption of Enterprise2.0.	The success or failure of an Enterprise2.0 intervention will need to be considered as part of the Empirical Research Project and associated Research Design.
Organisational Democracy interventions can be introduced at various organisational levels and with different remits.	Enterprise2.0 interventions have been introduced at various levels and with different remits.	The focus of the Research is those interventions that enable more meaningful conversations between leaders and workers.
Other interventions may also be considered as relevant to this study – Appreciative Inquiry Summits, TQM, 360-degree feedback programmes, quality circles and so on.	Given the challenge to established power relations, 360-degree feedback programmes seen as a 'pre-requisite' for introducing Enterprise2.0 by some commentators.	The success of these interventions is in part seen as dependent upon the culture of the organisation. The Empirical Research Project and associated Research Design should consider this.

Summary Finding:	Relevance to Enterprise2.0:	Relevance to Ongoing Study:
Macro-level External Factors such as rapid technological change, knowledge work, political ideology, cultural aspects and legislation are seen as important drivers to more democratic organisations.	Documented Enterprise2.0 interventions exist primarily in areas of technology and knowledge work.	The Case Study needs to be positioned within one of these fields.
The move to or away from Organisational Democracy is often triggered by an Organisation in crisis, although some interventions are triggered through culture or the ideological beliefs of Organisational Leaders.	Practitioners see the potential to innovate collaboratively to address external challenges and market demands in a timely and responsive way as one of the key 'bottom-line' benefits of Enterprise2.0.	The organisational context and the views of the leaders need to be considered as part of the Case Study.
Internal factors can determine the success or failure of such an initiative, and that the role of managers, employees and unions is key.	Practitioners suggest the need to moderate but not control the output from Enterprise2.0 interventions.	The Empirical Research Project and associated Research Design need to inquire into each of these constituencies. (*)

Summary Finding:	Relevance to Enterprise2.0:	Relevance to Ongoing Study:
Leaders, Middle Managers and Supervisors are all seen as potential barriers, and leadership style is critically important.	The role of the leader in sustaining the Enterprise2.0 intervention is seen as key by practitioners.	See (*) above – a range of organisational perspectives should be sought. Also, the Case Study should consider the leadership style of the organisation under analysis.
Whilst Power and control are used, literature suggests that an increase in worker power does not diminish power at other Organisational levels and that workers expect that their Management would retain certain powers.	Practitioners see the way in which power and control is relaxed by leaders as pivotal to the success or failure of Enterprise2.0.	The Empirical Research Project should seek to establish how power and control are used, by whom and in what ways.
Other actions should be considered when managing the move to more democratic systems. For example, education in democratic principles is seen as important, and this should be applied at all levels.	Some practitioners suggest that leaders and organisations will need to re-learn behaviours as part of a successful Enterprise2.0 intervention.	The use (or not) of complimentary interventions should be recorded as part of the Case Study.

Summary Finding:	Relevance to Enterprise2.0:	Relevance to Ongoing Study:
The role of the unions is complex, and further complicates the web of power and control relations, and the associated discussion.	This is not discussed in practitioner literature.	The Empirical Research Project and associated Research Design should inquire into union perspectives and role.
It is right to question whether true (direct), representative or pseudo-democracy is actually achieved and ultimately to consider whose purpose is served.	Practitioners argue that for the intervention to be successful, the network effect of Enterprise2.0 must be unlocked in order to achieve the 'architecture of participation'.	This Empirical Research Project and associated Research Design should describe outcomes and ultimately seek to understand whose purpose is served.
Very little academic literature exists with respect to the role of technology, and explicitly Enterprise2.0 in creating a more democratic organisation, although some practitioner literature has been identified through cross-referencing.	There appears to be a gap in the academic literature.	It appears that Practice is ahead of Academic writing in this particular field and so practitioner literature should be considered further. Given that there is very little Academic literature on this subject, this Research would appear to make a valid contribution.

Summary Finding:	Relevance to Enterprise2.0:	Relevance to Ongoing Study:
There is similarity in terms of the expected outcomes and potential barriers associated with traditional models of Organisational Democracy and the use of Enterprise2.0 when used to connect leaders and workers.	The promise of Enterprise2.0 is great, but practitioners foresee major problems with wholesale adoption. It is important to separate hype from reality.	There is evidence that Enterprise2.0 may be considered as a contemporary instantiation of Organisational Democracy, and this is an area that is worthy of further Research.
There appears to be a desire from leaders (in academic literature) and practitioners (in practitioner literature) to connect.	Practitioners are encouraging use of Enterprise2.0 and many organisations are actively experimenting.	This timing of this Research is appropriate.

APPENDIX H – INTERVIEW PROTOCOL

The following table encapsulates the Questions that formed the basis of the semi-structured interview. The questions are intended to be general, neutral and exploratory. The questions were developed based upon findings from the Systematic Literature Review, the nature of the study and contextualised for the organisation under study and prior to executing the full study, this interview protocol was piloted to ensure that it was effective in securing rich information, and was functional in terms of timing, understanding etc. A generic set of questions was used for all interviews, and as well as a number of core questions, supplementary probes have also been included. These will only be used if needed. In addition, general probes such as *'what do you mean by that?'*, *'please can you explain that further'*, *'can you give me an example?'* or *'is there anything else you would like to add?'* will be used as needed. If interviewees provide information at earlier stages of the interview that address later questions, these questions may not be used, or may simply be used to clarify earlier points. As part of the interview, each informant was asked whether they could provide any reference material, or recommend / introduce the researcher to other informants. These were pursued, but within the limits of the time available for the study.

Questions

Questions concerning "expectation" and "experience" of Enterprise2.0 use.

1. What is Enterprise2.0?
 - a. What personal experience do you have of using Enterprise2.0?
 - i. Do you create, contribute, or both?
 - ii. Instigate, author, read or review?
 - b. How is it being used within your business unit?
 - i. Could you name or describe some interventions?
 - c. How do you use it? Do you take any action as a result?
 - i. What do you think of what you observe through these interventions?
 - d. What do you believe the drivers for using Enterprise2.0 are within your business unit?
 - e. What are the outcomes from these interventions?
 - i. Benefits – for the employee, for management, for the organisation
 - ii. Costs – for the employee, for management, for the organisation
 - f. Are these interventions effective? How would you rate success?
 - i. What works, what doesn't?
 - ii. Overall, how does what has actually happened in the use of Enterprise2.0 compare with your original expectations?
 - g. Do you feel usage varies across different business units? Why is this?

Questions concerning usage aimed at enhancing Organisational Democracy.

2. Within your business unit, in what ways and to what extent does Enterprise2.0 facilitate conversations between leaders and workers?
 - a. Can you describe any examples?
 - b. What are the outcomes from these interventions?
 - i. Benefits - Openness, Transparency, Engagement – sharing previously privileged information; adapting plans; joining the debate
 - ii. Costs / impacts
 - c. Has the introduction of Enterprise2.0 been accompanied by any wider Organisational Development initiatives?
 - i. Training in participative or democratic principles?
 - ii. Training in understanding complex business data?
 - iii. Other initiatives to encourage participation?
 - d. Overall, are the Enterprise2.0 interventions effective? How would you rate success?
 - i. What works, what doesn't?
 - ii. How does this compare to communication and engagement prior to the emergence of Enterprise2.0?
 - iii. How do you think it is viewed more widely in the business unit? By leaders, by middle-managers, by supervisors, by the wider population, by the unions?
 - e. Are the conversations meaningful or do you feel that Enterprise2.0 has altered traditional power and control structures?
 - i. 1-way, 2-way; deeper sense of participative democracy; openness / transparency, action as a result
 - f. How would you describe the level of participation Enterprise2.0 has created within your business unit?
 - i. Manipulative, therapeutic, informing, consultation, placation, partnership, delegated power, employee control
 - ii. Ultimately whose purpose is served?
3. How does Enterprise2.0 compliment other forms of communication and engagement between leaders and workers within your business unit?
 - a. In what ways does it enhance communication / engagement / participation?
 - b. In what ways does it impact communication / engagement / participation?
 - c. How effective is it? How would you rate its success?
 - i. What works, what doesn't?
 - ii. How does communication and engagement compare before and after the introduction of Enterprise2.0
4. To what extent do you feel that the use of Enterprise2.0 to democratise the organisation through enabling meaningful conversation between leaders and workers is seen as important within your business unit?

Questions concerning tensions, and barriers anticipated or observed.

5. Are there any tensions with respect to the way in which Enterprise2.0 is being used within your business unit to enable conversations between leaders and workers?
 - a. Are there any tensions observed between different uses?
 - b. Are there any tensions in the way it is being used?
6. Within your business unit, have you observed any organisational issues with the use of Enterprise2.0?
 - a. With respect to the leader(ship team)?
 - i. Power and control structures? / openness / one-way or two-way conversation / leadership style / accessible?
 - b. With respect to middle-managers or supervisors?
 - c. With respect to the employees?
 - i. Willingness to participate? Ability to participate? Reaching the tipping point and achieving critical mass?
 - d. With respect to the relationship between the leader(ship team) and their employees?
 - e. With respect to the culture of the organisation?
 - i. Safe to speak up, Open/Closed, Information overload, Reach the masses, 360-degree feedback etc.
 - ii. Language – straight and direct, open and honest, reflecting reality?
 - f. With respect to the unions?
7. Within your business unit, are any limits or controls in place with respect to the use of Enterprise2.0?
 - a. What is the extent of these controls?
 - i. On the content, or on responses?
 - ii. On the leaders, on the employees?
 - b. How are these limits and controls implemented, and enforced?
 - i. Are there any consequences?

Contextual Questions.

8. Please confirm your business unit
9. How long have you been a member of your business unit?
10. In what other business units have you worked?
11. How would you describe the general leadership style within your business unit?
 - a. Open/Closed, Autocratic/Democratic/Participative, transparency, integrity, honesty, accessible?
12. How would you describe the general culture within your business unit?
 - a. Open/Closed, Autocratic/Democratic/Participative, transparency, integrity, honesty?
13. How would you describe the engagement levels in your business unit?
 - a. High/low, good/bad
14. How would you describe the nature of the engagement in your business unit?
 - a. Manipulative, therapeutic, informing, consultation, placation, partnership, delegated power, employee control
15. How do you feel the leadership style, culture, engagement levels and nature of engagement in your business unit compare?
16. How would you describe your involvement with respect to Enterprise2.0?
 - a. Advocate, vision, reason to use, operates, follows/joins in/acts on the discussion, policy, other
17. What position do you hold in your business unit
 - a. Business leader, middle manager, supervisor, member of the wider population (employee), external, other
18. What is your sphere of influence?
 - a. Leadership team, leaders, workers, whole organisation, external, none
19. Do you have any additional information that may be useful in my research or would you recommend any other informants?
 - a. Would you be able to assist in any introductions?
20. Is there anything else you would like to add?

NOTE: When interviewing informants from central Group functions, the text 'your business unit' will be replaced with 'across the Group' (except Q8, Q9, and Q10).

THIS PAGE LEFT INTENTIONALLY BLANK

APPENDIX I – INTERVIEW PROTOCOL – SUPPORTING MATERIALS

The following email was used to invite potential informants to participate. This note was followed by a telephone call to their office (for leaders) or directly (for others) seeking participation. Minor modifications were made to reflect whether the informant was a leader or not and between informants from the operational business units or the central Group functions.

Dear xxxxx

I am currently undertaking a sponsored management research degree at Cranfield School of Management. My particular field of enquiry is how technology and specifically Enterprise2.0 (socially-oriented, collaborative, web-based technology) may contribute to a greater sense of openness and participation across the organisation.

As a leader/member of an organisation that makes use of this technology, I would like to understand your views and perspectives on this phenomenon.

I would be grateful if you were able to devote some time to discuss this with me as part of my Research Project, in the form of a semi-structured interview.

All data gathered will be collected in strictest confidence, and will be reported anonymously. This interview will be one of a number I hope to undertake as part of my overall Research Project, with the findings being prepared for November.

I would be happy to answer any other questions you may have, but would be very grateful if you felt able to participate. The interview would take around one hour, and could be scheduled at a time convenient to you.

Please could you confirm how best to proceed.

**Thank you in anticipation,
Paul**

The following outline was used at the start of each interview:

I am currently undertaking a sponsored management research degree at Cranfield School of Management. This interview forms part of an Empirical Research Project and will contribute to the final thesis. My research interest is in the role of socially-oriented, collaborative, web-based technology, or Enterprise2.0 within the organisation, and specifically what role, if any, it might play in connecting leaders and workers or democratising the organisation. Enterprise2.0 interventions include the use of wikis and blogs, but can include any online technologies and practices that people use within the organisation to share opinions, insights, experiences and perspectives with each other, and is sometimes referred to as Social Media.

The Interview is voluntary, anonymous, and undertaken in strictest confidence. You will not be identified, and all results will be aggregated and analysed for themes. You may omit or decline to answer any questions as you see fit.

Would it be ok for me to tape record the interview and take notes?

Do you have any questions?

Unless otherwise stated, all questions relate to your Business Unit/the Group, in this case nnnn.

Are you happy to proceed?

Thank you for your time.

A laminated card with the Enterprise2.0 definition 'any online technologies and practices that people use *within the organisation* to share opinions, insights, experiences and perspectives with each other' (adapted from Gregory, 2007) was introduced at the beginning of the interview and available throughout. Where the interview was conducted by telephone, this definition was emailed prior to the interview, and confirmation was sought that the informant was aware of this definition prior to starting the interview.

APPENDIX J – DEVELOPMENT OF PRELIMINARY CODING FRAMEWORK

PRE-LIMINARY CODING – COHORT – 30th April

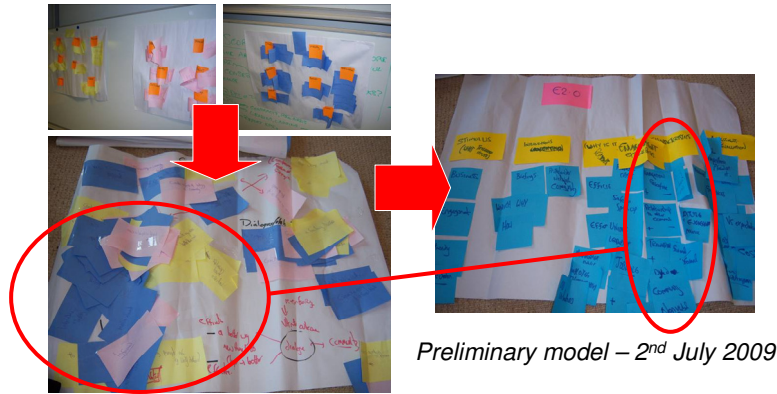
The group cohort activity was an important step in the coding process. Three interviews were read, and post-it notes used to capture key points. One interview from each business unit was included and one MD, one middle-manager and one employee interview to ensure a range of perspectives was assessed. Post-it notes from each informant were then grouped into preliminary themes and these shared with the group. The group then began to review these and jointly develop a new coding framework. This highlighted that my original thematic grouping closely matched a pre-existing framework and re-enforced how bias can play its part. This session lasted about an hour and the newly coded sheets were collated for later use.

PRE-LIMINARY CODING – 2nd to 4th July 2009

The same three transcripts were re-read and a coding framework developed, comparing the framework with the output from the earlier group session. This framework was created using a new set of post-it notes and then re-tested against the transcripts and the output from the group session, resulting in some further iteration and refinement.

The diagram below shows the different stages and the (post-it note based) output from each stage. These outputs were used to create the initial coding model within NVivo.

Developing a preliminary coding model



Cohort exercise – 30th April 2009

Preliminary model – 2nd July 2009

APPENDIX K – PERSONAL STATEMENT

As part of the Research Design, and in order to minimise bias, a personal statement was developed. This is below:

In this section, I will record my personal views, and explore my own assumptions about this research area. Rather than taking the perspective of Tim Berners-Lee that Web2.0 and Enterprise2.0 is simply a new jargon to describe what already existed, I do believe that the phenomena is new. I believe a number of changes have come together to create something new. The technology itself has changed, and it is easier than ever to participate – both in terms of access (broadband, PC penetration etc.) and usability (not only in software but in the PC-friendly music players, digital cameras etc.). In addition, the commercialisation of the internet has created global brands seeking to find new ways to gain attention and we increasingly live in a permanently-online, virtual world, whether it is gaming and entertainment, social networking or email on the move.

I strongly believe Web2.0 has a place in society and is driving change in the way we (particularly younger members) engage and interact, but having said that, I had not joined a social networking site prior to determining this as a course of study. Having joined Facebook, I now see it as a great way to keep in touch, and see how different groups and different individuals use it differently. As well as keeping in touch, it somehow re-enforces their personality and identity, and of course it has a massive uptake. I am increasingly finding myself now relying on peoples reviews on Amazon to make purchasing choices, and so in many ways it is almost silently becoming a way of life. My panel are also on my Facebook friends list!

Although much of my exposure to these technologies therefore had previously come from my experiences at work, I am not convinced that the cross-over into the business environment is quite as certain. I share some of the concerns of practitioners as to whether people have a desire or do see a need for such technology in the business environment or whether there is critical mass, or enough people who are interested, see the point or feel safe using such technology in the workplace and for business purposes. In the business environment, people already struggle to deal with existing information flows and the day-to-day workload, the demographic profile and the degree of openness and risk of speaking up can all have a bearing on uptake. I also believe the 'hype' of Web2.0, which in more recent times has matured, for example the use of twitter in election campaigns³, has been magnified even further when considering Enterprise2.0 and although I use Enterprise2.0 technology myself, I prescribe to the view that, in many cases in the workplace, quite adequate technology exists already, for example to publish documents. I am also aware that my interest in the technology is not shared widely, even for example, in my team. For these reasons I am not convinced Enterprise2.0 will 'crossover' in the way we have seen with Web2.0, or at least not quite as quickly. Interestingly, we had a small debate within the panel about the merits of becoming Facebook friends effectively mirroring some of the views discussed about – *should individuals who have a more formal relationship connect in this way?*

I do not necessarily believe that Enterprise2.0 cannot be successful, and indeed the change it could bring, and the associated values – of a more democratic, engaging and egalitarian workplace community – is one that excites me, I want it to be successful. I certainly recognize the possibilities it brings, and that there have been some examples of successful adoption. I agree with practitioners that leadership will be a great moderator of

³ or the way in which citizen journalism came to the fore during the troubles observed at the time of the Iranian election

success, and that not all leaders would see the benefits, recognize their role, adapt their behaviour or work tirelessly to promote the phenomena, and so I feel there are many more challenges and problems that exist in the workplace, all of which will affect the likelihood of mass business adoption. The literature review has also shown that other factors, and actors - other than leaders - may have a bearing on the success or otherwise, and this presents an interesting dynamic for my research.

Despite my own thoughts, my desire for it to take off and the difficulties I perceive, I am however, impassioned about researching this area more rigorously, and seek to understand the true reality of the situation, in an open, impartial and unbiased manner, and using an inductive rather than deductive approach. Specifically, I would like to understand what leaders, other organisational actors and the organisation itself can and do to promote or restrict such initiatives. I am not seeking to prove that the 'hype' is justified or that it is overblown, or to prove the benefits and compel people to adopt, simply to explore, through case study, what peoples experience actually is. What factors within an organisation, can affect such an initiative as well as to understand the views of leaders (and others in the organisation) that are, or are not, involved. My chosen case presents both challenges and opportunities. It certainly affords the opportunity to assess this within an organisation that is active in its use, and has some key advocates. Also, I have the opportunity to access a wide spectrum of informants that should result in a far richer study. However, this also presents challenges, to me personally, to my research and to my organisation. I have to be careful to minimise bias in my selection of informants, or in the way I present the case. Also, my role of 'employee as researcher' could incur additional challenges. For example, should my findings challenge strongly held views within the practitioner literature, or more locally challenge my organisation, I am comfortable with such a paradox so long as the research leading to such conclusions is thorough, rigorous, robust and grounded in a body of wider academic literature. If I can defend my findings, or my approach through assuring adherence to a carefully defined research design then I do not feel any compulsion to adapt, or adjust the work to make it more 'palatable'. Equally, I am not seeking to rebel and deliberately provoke debate, I simply want to find what I find, and present it transparently.

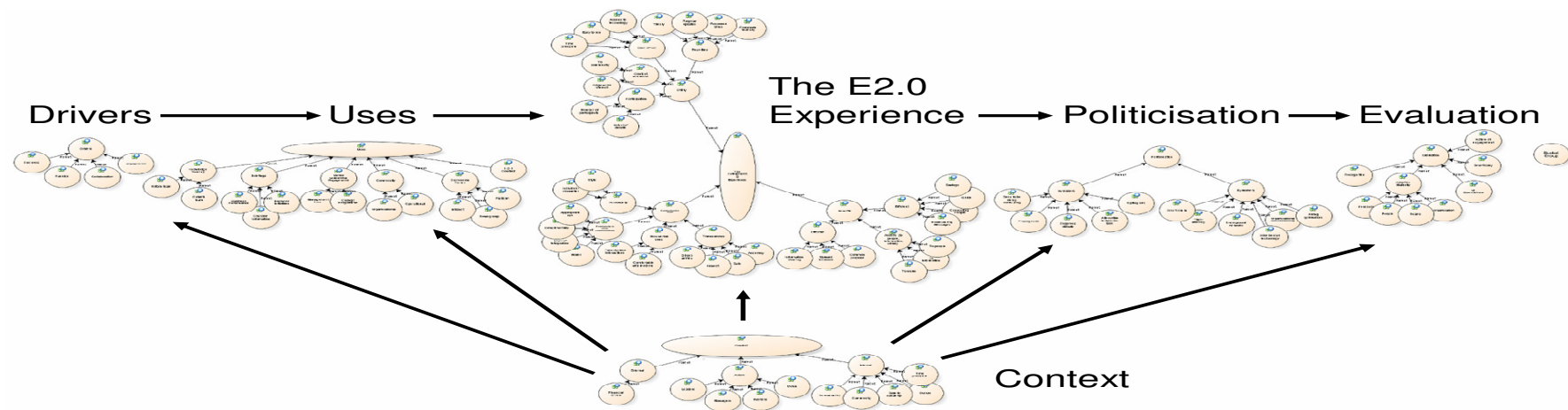
I do hope that my research provides a valuable contribution – both academically and in practice, and ultimately I would like to be able to publish my findings. To that end, I seek to do my very best to ensure that I meet the relevant standards, rigorously follow the methods and protocols and produce my best work for consideration. I am conscious that I am new to systematic academic research, and so am working to understand and enthusiastically engage in the process. Certainly there is interest in my organisation in understanding this better, and so I think there is an opportunity to present the findings for discussion and potentially influence the way the organisation uses the technology in the future, and this is also an exciting prospect. There does seem to be a lot of interest, the topic seems to be of the here and now, and whilst I think people do want to use the technology, they are still not quite sure how, and so the jury is out. I believe that my research – where warranted by findings – could produce recommendation for change, but equally that the case based nature could mean that it can have only limited generalisation.

I recognise that due to the interpretivist approach and my role of 'employee as researcher' I must be careful to remove bias where at all possible, and indeed this statement is one attempt to do this, consider and present my views and in doing so to reflect on what potential biases there may be, and therefore what I might be careful to manage during the process.

Finally, it is interesting that through researching the literature, I have identified the key lenses of power and politics. Whilst I was not expecting this, and indeed resisted this initially, I do have an interest in UK and global politics. Exploring this area further as part of my academic study, albeit from an organisational perspective will be of great interest to me, and I am fascinated that I have found this anchor at the end of this part of my exploration.

APPENDIX L – NVIVO CODING MODEL

The diagram below shows the final coding model developed within NVivo.



THIS PAGE LEFT INTENTIONALLY BLANK

APPENDIX M – CODING MODEL DESCRIPTION

The table below provides a summary description of the coding model.

v0.13

Name	Description	Name	Description	Name	Description	Name	Description
Drivers	What triggered the use of Enterprise2.0, what benefits were anticipated, what were the expectations, what were the drivers	Business	Driven by business reasons, such as market positioning or cost containment				
		Engagement	Driven by a desire to engage, or an expectation that it could enhance engagement				
		Fashion	Driven by trend, fashion or fad, or expectation that this was seen as the right thing to do				
		Collaboration	Driven by a desire to enhance collaborative working (including information or knowledge sharing, or innovation), or an expectation that it could help				
Uses	For what purpose is it being used - which tools are used, and how is their use integrated into the business (the process through which the tools are used for these purposes)	Briefings	Used for management briefings	Business Initiatives	Sub-nodes may be created if it is possible to differentiate the way in which the technology is used for these purposes...		
				Cascade			
				Information			
				Business Performance			
		Community	Used to develop a community of interest or as a means to develop a network	Operational	Used to support day-to-day operational interests or business processes		
				Organisational	Used to support parallel organisational structures, such as a leadership group		
		Senior Leadership Engagement		Management Team			
				Change Programme			
		121 Contact					
		Knowledge Sharing		Within Team			
The Enterprise2.0 Experience	What is Enterprise2.0 and what is it like, what are the characteristics that people describe, observe or associate with the interventions, either positively (strengths) or negative (weaknesses, problems), how useful is it and why is its use sustained - what are the experienced benefits or other reasons it is maintained? Does it do something new, act as an alternative, or a substitute? What works, what doesn't?	Benefits	What are the experienced benefits, or other reasons it is maintained? What outcomes of value are observed?	Efficient	The reasons that the interventions are seen as efficient, e.g. cheaper, quicker	Connecting People	
						Broadcasting Messages	
						Savings	Money, time, travel or people
				Effective	The reasons that the interventions are seen as effective, e.g. a better way	Upward Feedback	
						Common Purpose	
				Access (to people, information, views)		Information Sharing	
						To people	
						To information	
						To views	
		Utility	How fit for purpose and fit for use is are the interventions?	Ease of use	How people perceive the ease of use; includes limits or controls, including time restrictions or access to the technology	Access to technology	Includes whether it is natural, or intuitive to use the technology and whether there are other limits or controls
						Time pressure	
				Content Relevance		To community	
						Of general interest	
				Real-time	The timeliness and regularity of the updates	Response times	
						Timely	
						Regular updates	
				Participation	How the dynamic usage of the interventions is observed, and how it is perceived, e.g. the level of the debate, number of participants, the dyadic structure, degree of involvement, engagement etc.	Corporate Memory	
						Number of participants	
						Extent of debate	level, nature or scope of discussion
		Communicative style	How the interventions act as a channel of communication within the organisation	Transparency	How people perceive what is said and who is saying it, including the role of anonymity, ghost-writing etc. Also includes references to a safe channel and the accuracy of what is said.	Accuracy	
						Honest	
						Ghost-written	Is it who it appears to be
				Personality	How the personality of the participants is observed through the interventions and whether the communication is formal, company speak, informal or chatty. What is the perceived impact?	Safe	Includes issues around anonymity
						Individual character	
				Non-verbal cues	Such as face-to-face reactions, size of group etc.	Style	e.g. writing or speaking
						Face-to-face interactions	
				Relationship to other communications	Could include things like information overload, or confusion or its role in getting across the message	Comfortable with medium	
						Level of integration	
						Appropriate use	
						Complimentary	
						Novel	
Context	What general environmental factors could affect the interventions - internal to the organisation, external to the organisation and what is the role of particular organisational actors	External	The way people perceive that specific external environmental factors could or do affect the interventions	Financial Crisis	How people perceive the impact caused by the financial crisis or the consequences within the organisation		
		Actors	How people perceive the actions of various organisational actors and the impact it could have, e.g. leadership style	Leaders	The role that people perceive leaders or the leadership style of the organisation can affect the interventions, or the way it does affect the intervention		
				Managers	The role that people perceive managers (including middle managers or supervisors) or management style of the organisation can affect the interventions, or the way it does affect the intervention		
				Workers	The role that people perceive employees or characteristics of specific job roles within the organisation can affect the interventions, or the way it does affect the intervention		
				Union	The role that people perceive unions can affect the interventions, or the way it does affect the intervention, or the views or representations made		
		Internal	The way people perceive that specific internal environmental factors, such as culture, could or do affect the interventions	Culture	The ways in which people perceive the culture and associated organisational development initiatives have impacted the interventions		
				Safe to speak up	The way people perceive whether or not it is safe to speak up affects the intervention		
				Community	How people perceive the sense of community that exists, or the maturity of relationships can affect the intervention		
				Demographic	Relating to age, nature of work etc.		
				Time Pressure			
Policification	The use of the technology to serve political ends by those within the organisation, may include power, suppression, hiding behind the technology or other forms of abuse. What abuse is described, observed or associated with the intervention	By leaders		Alternative to face-to-face			
				Seen to be doing something			
				Success debate			
				Engagements			
		By workers		Opting out			
				Time-wasting			
				Underground networks			
				Airing grievances			
				Hide behind technology			
				Organisational non-relationship			
Evaluation	Overall, how do people view or assess the interventions	Recognition	The level of recognition of Enterprise2.0 interventions, e.g. is it recognised, or easily forgotten	Don't join in	or don't speak up		
		Adoption Maturity	What is the maturity of adoption on a personal, people and organisational level	Personal			
				People			
		vs. Expectations		Organisation	Includes the importance placed on it		
		Nature of engagement	one-way, two-way, level of participation, level of discourse etc.	Teams			
		Beneficiary	Whose purpose is served, who benefits				
Bucket Group	Bucket Group						

APPENDIX N – DRIVERS – FURTHER ANALYSIS

Further analysis was undertaken for the Drivers node. This analysis is included here.

A matrix query was run to determine the balance of responses across business units. The results are shown in the table below:

	A : Drivers	B : Business	C : Collaboration	D : Engagement	E : Fashion
Business Unit # 1	0	4	3	2	5
Business Unit # 2	0	3	2	6	5
Business Unit # 3	0	2	4	6	3

Broadly the results followed the characteristics identified earlier regarding each of the business units, for example in the business unit with the lowest perceived engagement levels (Business Unit # 1), Engagement was the least cited reason for adoption, whereas in the business unit with the highest perceived engagement levels, Engagement was the highest cited reason for adoption.

A subsequent query was run to determine the balance of responses by organisational position. These results are shown in the table below:

	A : Drivers	B : Business	C : Collaboration	D : Engagement	E : Fashion
Leader	0	5	3	6	7
Middle-manager / supervisor	0	3	5	6	4
Wider population (worker)	0	1	1	2	2

These results highlight that leaders saw Enterprise2.0 as Fashionable, but also acknowledged the importance of the tools as a way to aid Engagement. Leaders are also the group that cited Business as the stimulus more than any other, but cited Collaboration as the stimulus the least. Those who described themselves as middle managers or supervisors also cited Engagement as an important driver, but cited collaboration higher than the leadership group. Middle-managers and supervisors also acknowledged the Fashion and Business drivers. Those describing themselves as members of the wider

population (or workers) cited Engagement and Fashion as the main drivers, with Business and Collaboration cited slightly less.

APPENDIX O – USES – FURTHER ANALYSIS

Further analysis was undertaken for the Uses node. This analysis is included here.

In terms of Management Briefings, this was discussed in terms of briefings relating to Business Performance, Business Initiatives or to Cascade Information. In terms of the Community node, this was discussed with respect to an Operational community – where the technology was used to support day-to-day operational interests or business processes, primarily in business unit # 1, where *“wikis are the communications tool of choice”* (Middle-manager C, Business Unit # 1), and an Organisational community, primarily in business units #1 and #2, where it was used to support parallel organisational structures, such as an advocacy network, leadership group, line management group, and the professional communities of interest. In terms of Senior Leadership Engagement, this was discussed in terms of engagement with a Management Team, and secondly, engagement as part of a Change Programme. It was identified that a number of leaders across the organisation had blog sites, with the blog of the CEO of Business Unit # 1 most heavily cited, and by people at all levels in the organisation. Leaders in Business Unit # 1 also run webchats and reference was also made to leaders within the central Group functions running webcasts or webchats periodically. In terms of Senior Management Engagement as part of a Change Programme, evidence was identified that showed Enterprise2.0 was used in this way in all three business units, as well as on Group-wide transformation programmes. This was primarily discussed by those interviewees who described themselves as Business Leaders, and one said that these interventions allowed *“greater engagement of individuals in the whole change journey”* (Leader D1, Business Unit # 2). In terms of Knowledge Sharing, two sub-nodes were created, Within Team and Outwith Team. Collectively these types of intervention were described by individuals at all levels within the

organisation, but primarily by individuals in Business Units # 1 and # 2. In terms of using the technology as a Discussion Forum, these were seen to exist either in a more public form on the organisations Intranet or open Platforms, but also in less public forms, for example in Newsgroups. In general these were discussed by middle-managers and workers and the topics of conversation raised through these interventions appeared to be of a more trivial nature, *“the kind of stuff you might talk to people over a coffee”* (Middle-manager L, Business Unit # 1). The nature of the dialogue on the newsgroups was seen to be produced by a *“very vociferous”* group (Middle-manager D, Business Unit # 2).

A brief comparison between the reasons cited as the Drivers for using the technology and the actual usage suggest that the drivers of Engagement and Collaboration have been sustained into actual use, through interventions that are used for Briefing purposes, to build a sense of Community, for Knowledge Sharing and for Senior Leadership Engagement. There is no apparent cross-over with respect to Business drivers or the fact that the technology is seen as Fashionable, although the latter clearly was (and may remain) a stimulus for use. What appeared to be different uses to those foreseen were the 1:1 Contact and the use of Discussion Forums with differing levels of visibility and nature of discussion. Workers appeared to be finding different uses and different ways to exploit the technologies than may have been anticipated by those who initiated the adoption of the technologies, and in some cases it appears that workers chose to use interventions that are less tightly integrated at the corporate level.

APPENDIX P – THE ENTERPRISE2.0 EXPERIENCE – FURTHER ANALYSIS

Further analysis was undertaken for The Enterprise2.0 Experience node. This analysis is included here.

THE ENTERPRISE2.0 EXPERIENCE – UTILITY

In terms of Utility, four sub-nodes were created. The first was Ease Of Use – used to codify responses that describe how people perceived the ease of use, including limits or controls (such as time restrictions or access to the technology) and how natural or intuitive it was to use the technology. The second sub-node is Content Relevance – whether the content was relevant either To Community or Of General Interest. The third sub-node is Real-time – used to codify responses regarding the timeliness and regularity of the updates and the final sub-node is Participation – how the dynamic usage of the interventions was observed and how it was perceived, covering areas such as level of debate, number of participants, the dyadic structure, and degree of involvement, and engagement. Each of these sub-nodes has a number of children used to more precisely codify the different aspects that were described during the interviews. With respect to Ease of Use, a key factor appeared to be Access To Technology which can be affected by the nature of the work and was commented upon by interviewees at all levels. Whilst in Business Unit # 1, *“people don’t think twice about attending a webchat or an online call anymore”* (Leader P, Business Unit # 1), in Business Units # 2 and # 3, leaders in particular were concerned at how widely accessible the technology was to their employees in field or customer service environments. With respect to Time Pressure, this was discussed by interviewees across the sample and appears to affect both leaders and workers, and one informant observed that *“the advice you would give...how to have a successful blog is advice that a leader probably can’t follow due to time constraints”* (Middle-manager C, Business Unit # 1). With respect to

workers, one commented that *"I don't think many people have got the time to be honest"* (Worker S, Business Unit # 1). In terms of whether the technology was Easy To Use, none of the interviewees were able to recall any form of training associated with the introduction of the new technologies and one informant explained that they were *"staggering through"* (Leader P, Business Unit # 1). The next sub-node within Utility is Content Relevance, used to codify responses regarding the importance of content that is relevant either To Community or Of General Interest. Where content was felt to be relevant one informant reported that *"people will come on a webcast...when it's a really compelling subject...they've been getting...almost a 1000 people so almost 50% of their population"* (Middle-manager S, Business Unit # 2). The next sub-node in Utility is Real-time, relating to the timeliness and regularity of the updates. Response Times seemed to be an important factor, but varied across the different types of intervention. For example, one informant observed that whereas blog responses *"takes you a day or two"* a webchat *"is a lot more real time...but...probably a lot less depth"* (Leader D1, Business Unit # 2). People also observed that the interventions create some kind of Corporate Memory and one leader had had direct feedback that *"the engineering community appreciate...webcasts that can be taped and played back...where they can play them in their own time"* (Leader D2, Business Unit # 2). The final sub-node relating to Utility is that of Participation. This node was used to code responses relating to how the dynamic usage of the interventions is observed, and how it was perceived, e.g. the level of the debate, number of participants, the dyadic structure, degree of involvement, engagement etc. In Business Unit # 1, leaders stated *"I don't know if we're reaching the masses yet"* (Leader C1, Business Unit #1) and a worker observed that on blogs, *"you don't get a flurry of hundreds of people responding...it's the same people responding"*. In terms of the Extent Of Debate, one leader commented that *"certainly are there have been a number of occasions where...its become a very free-flowing discussion"* (Leader P, Business Unit # 1), whilst a worker felt that *"I don't think it gives you the ability to...ask any challenging questions"* and that they had *"not seen anything"*

controversial to be honest" (Worker S, Business Unit # 1). One leader felt that the blog responses had been *"less than if I had run a webcast"* and also that the way in which issues were raised was done in a more *"controlled and pleasant way"* when compared to the same issues being raised in a face-to-face event (Leader D1, Business Unit # 2). With respect to one intervention, another leader stated *"I am not sure now whether we had anything through it"* (Leader D2, Business Unit # 2). In business unit # 3 one informant described the CEO blog as *"not a blog really, it is actually a place for people to pose questions and for somebody else in the organisation to provide an answer on behalf of [business unit CEO]"* that *"doesn't get much traffic"* (Leader S, Business Unit # 3) and where there were *"no great conversations"* (Middle-manager G1, Business Unit # 3).

THE ENTERPRISE2.0 EXPERIENCE – COMMUNICATIVE STYLE

The second area discussed within The Enterprise2.0 Experience, is Communicative Style. This sub-node considers responses relating to how the interventions were seen to act as a channel of communication within the organisation. This sub-node is divided into Transparency – that is, how people perceived what is being said, and who was saying it (including the use of *'ghost-writing'*) and references as to whether or not this was a *'safe channel'*, including issues of anonymity. The second sub-node is Personality – that is, how the personality of the participants was observed through the interventions and whether the communication is formal, or informal, *'company speak'* or chatty, and the perceived impact. The third sub-node is used to codify responses relating to Non-verbal Cues, such as face-to-face interactions, the size of the group, and whether people were comfortable with the medium. The final sub-node considers the Relationship To Other Communications, which might relate for example to issues concerning information overload, or confusion in terms of getting a message across. Further child nodes were created under these sub-nodes if appropriate. In terms of Transparency, views on whether the dialogue was Honest came from

across the organisation, with the majority coming from Business Unit # 1 and Business Unit # 2. Views were mixed, with some feeling the immediate nature of the interventions meant the answer was more honest, but with others feeling that the public nature of the interventions meant that the responses were more carefully constructed. In Business Unit # 1, one informant reported *“we definitely screen questions to make sure that they’re not inappropriate”* (Leader C2, Business Unit # 1) whereas in business unit # 2, one informant stated that they would *“probably have to think about...checking and monitoring if we had a...dialogue going on”* (Middle-manager S, Business Unit # 2). In terms of whether the commentary was Ghost-Written or not, many of these comments came from Business Unit # 3 where one leader, when discussing their CEO’s blog said *“its not a blog...personally authored by [them]...its not particularly [business unit CEO] thoughts on a particular topic”* (Leader A, Business Unit # 3). Even in the business unit with the highest levels of adoption, one informant stated that the *“[business unit CEO doesn’t write [theirs], [they] will come up with an idea...and then somebody in the communications team will write it...”* (Middle-manager C, Business Unit # 1). In terms of whether or not the interventions were seen as Safe channels, leaders felt that the nature of the comments meant that people did feel safe to speak up and that *“by what they write they are obviously not scared”* (Leader C1, Business Unit # 1) and that *“the penalties for free speech are not huge”* (Leader J, Business Unit # 3). Some leaders, middle-managers and workers however had reservations, and a number of people discussed the anonymity aspect associated with some of the interventions, with one leader stating that *“typically”* people do *“not supply their name”* (Leader C2, Business Unit # 1). There were two examples identified where the ability to post anonymously had been removed which in one case meant that *“the contribution fell off overnight”* (Middle-manager L, Business Unit # 1). Although the removal of the anonymity on newsgroups was discussed whereby *“there was a piece of work done that meant that if they posted something, they would be identified”* (Middle-manager D, Business Unit # 2), one informant described how workers often resorted to using ‘underground networks’ such as newsgroups because

“they’re not a...political tool, they’re...slightly backdoor...not visible to whole organisation...so...safer” (Middle-manager G2, Business Unit # 3). Finally, with respect to Transparency, people commented on the Accuracy of the information available through these interventions and that there were issues around *“who is controlling the flow of information”* (Middle-manager C, Business Unit # 1). The next sub-node within Communicative Style is Personality - that is, how the personality of the participants was observed through the interventions and whether the communication was formal, or informal, *‘company speak’* or chatty, and the perceived impact. In terms of Individual Character, people expressed a view that the interventions had *“helped to humanise some of our senior managers”* (Middle-manager T, Business Unit # 2) and that they gave you *“a kind of flavour of what they’re about”* (Middle-manager G1, Business Unit # 3). People saw the importance of leaders being good communicators, and observed that *“...some of the leadership team in [Business Unit # 1] are natural bloggers...”* (Leader J, Business Unit # 3). Interviewees seemed to feel the style of the communication was important, and that often this may be related to the character of the individual. People also referenced the former Group CEO, for example, and stated that:

“...when [they] ran [their] webchats, everybody knew it was [them], some of [their] responses were very short, very stark, very blunt...and nobody thought any worse of [them] when [they] just answered no to something, you know one word, [they] didn’t have to write lots of stuff...” (Middle-manager G2, Business Unit # 3)

People also commented that they felt the interventions were *“meant to be informal”* and that this should help with the culture of *“dropping barriers”*, moving away from the *“stiff upper lip”* and *“civil service way of talking”* (Middle-manager T, Business Unit # 2) and written in the voice of the *“common man”* (Middle-manager G1, Business Unit # 3). A number of people also commented on Non-verbal Cues, such as face-to-face interactions, the size of

the group, and whether people were comfortable with the medium. Whilst one leader felt that *“the success of...online meetings is taking quite a good step towards a face to face”* event (Leader P, Business Unit # 1), another leader felt the interventions were *“a weak substitute for personal interaction”* (Leader C2, Business Unit # 1). The nature of the technology also meant that because you *“can’t really see peoples body language, you can’t get the eye contact”* that it was *“more difficult to have (a) more meaningful conversation...”* (Middle-manager S, Business Unit # 2). In terms of whether people were Comfortable With Medium, many people cited the possible effect of different age demographics within the organisation. Leaders in particular raised this point, and one felt that this was *“an exclusion downside”* (Leader D1, Business Unit # 2) and that this applied not only to the field engineers but also the senior leadership team who *“are the sort of age that is completely conversant with this type of technology”* (Leader D2, Business Unit # 2). A middle-manager had received first hand feedback that *“folks with 35 years of service... talked about that online stuff...all that Facebook stuff...that’s what the kids use”* and had concluded that potentially it was a *“generational thing”* and that *“they may feel a little bit vulnerable in putting comments”* (Middle-manager S, Business Unit # 2). Another cited the apprentice group who were *“absolutely keen to come in and try...a podcast...really keen to get involved and embrace some of this modern technology”* (Middle-manager T, Business Unit # 2) and the graduate community who were *“really keen to see more of this”* (Leader S, Business Unit # 3) and another stated that *“the graduates are the people saying come on lets get with the programme and have a different way of communicating”* (Leader J, Business Unit # 3) and that the CEO of Business Unit # 3 *“has asked the graduates to have a look at and a think about...they’re looking at it at the moment”* (Leader S, Business Unit # 3). The issue of age was not raised in business unit # 1 to any large degree, however leaders in business unit # 2 commented on why age may not have been raised within business unit # 1, for example one commented that *“you see a lot more of it used in [business unit # 1]...where the age profile is lower”* (Leader D1, Business Unit # 2). Interviewees also recognised that individuals

would be predisposed (or not) to using these kinds of technologies, and leaders in particular reflected on how they felt. One leader from business unit # 1 conceded *"it's not the thing I kind of go and proactively seek...it's not a natural thing for me to do..."* (Leader C1, Business Unit # 1) and whilst some leaders *"love doing all that facebooking type stuff"*, it would come down to *"personal preference"* as to whether leaders *"step out of our own personal preference comfort zone to understand what do the people we are talking to, how do they want to be talked to"*. The final sub-node within Communicative Style considers the Relationship To Other Communications, which might relate for example to issues concerning information overload, or confusion in terms of getting a message across. Very few interviewees felt that the interventions were Novel, with many more interviewees from across the sample feeling that the intervention should be seen as Complimentary, since its *"not for everybody"* (Leader C1, Business Unit # 1). This informant went on to say even different types of intervention were used for different purposes, whereby *"webchats...allow people unstructured discussion and the blogs tend to allow them...structured discussion about a particular subject"*. Most saw the interventions as just one of many tools and are a *"useful addition to normal comms, rather than a substitute"* (Leader D2, Business Unit # 2). Given the complimentary nature of the interventions, it is perhaps not surprising that people commented on the need to make Appropriate Use of the interventions and that the Level Of Integration was important. Primarily these comments came from people within Business Unit # 2, with only one worker (and no middle-managers or leaders) from Business Unit # 1 who perceived this as an issue. For example one leader in business unit # 2 observed *"...we have far too many comms, so we get people who get 15 emails a week on comms..."* (Leader D2, Business Unit # 2), and another felt there was a risk that overuse of the technology may *"thin or dilute messages"* (Middle-manager T, Business Unit # 2) and that it was important to ask what is the *"purpose of people using these specific channels"*. Another felt that if the technologies were used as a communications channel that *"you've got to be disciplined that you don't let it grow and grow and grow, I think it can grow,*

you can put so much in there that it ceases to be meaningful” (Middle-manager V, Business Unit # 2). One worker in business unit # 1 supported this view and commented that *“I think there are so many wikis and so many blog things around at the moment, it’s a bit of overload and I just tend to skim over them all...there is so much information, wikis and blogs around at the moment, I don’t tend to use it effectively shall we say”* (Worker S, Business Unit # 1). One leader felt that *“it ‘adds to noise’ and we have too many mails”* (Leader D1, Business Unit # 2).

There was some evidence that the technologies are being integrated into other forms of communication.

THE ENTERPRISE2.0 EXPERIENCE – BENEFITS

The final sub-node within The Enterprise2.0 Experience node is Benefits - used to classify responses that relate to experienced benefits, outcomes of value or other reasons why the interventions were sustained. Three sub-nodes were created here – Efficient – the reasons that the interventions were seen as efficient, e.g. cheaper, quicker, Effective - the reasons that the interventions were seen as effective, e.g. a better way, and finally, Access (To People, Information, Views). Where appropriate, child nodes were created in each of these areas.

With respect to why people felt the interventions were Efficient, informants described how the interventions allowed the organisation to *“talk to a much larger audience than we would ever have been able to”* (Middle-manager S, Business Unit # 2), that it *“brings a feeling of togetherness”* (Leader C, Business Unit # 3) and that it built a *“better relationship bond... between the boss and the workers”* (Worker L, Business Unit # 2). Across the sample, people felt the technology was helpful in terms of broadcasting messages, and that this undoubtedly helped leaders with one stating *“I think a blog is one way of getting messages out to people”* (Leader S, Business Unit # 3). In

terms of savings, this was commented on mainly by people from business unit # 1 and business unit # 2, who were focused primarily on the savings that could be made in terms of travel costs. One leader stated that *“the travel restrictions are actually...why...we...have a regular online meeting now”* (Leader P, Business Unit # 1). In terms of being Effective, people felt that with respect to Upward Feedback, the technology *“potentially closes the feedback loop, or make the loop smaller if you like, because it makes it easier for people to understand how they can give their feedback”* (Middle-manager C, Business Unit # 1). One worker felt that the interventions benefited the leadership team because *“it’s a great opportunity for them to get a snapshot of what people think at that point in time where you can’t hold the [face-to-face strategy roadshow] events...constantly”* (Middle-manager S, Business Unit # 2), whilst at the same time people were *“getting their questions answered...getting their point across to [business unit CEO]”* (Worker S, Business Unit # 1). In terms of providing Access (To People, Information, Views), one person commented that *“it does give people the opportunity to ask and get an answer from the proverbial horses mouth”* (Middle-manager L, Business Unit # 1). Another felt that *“people like [business unit CEO] are using blogs to put out what [they] (are) thinking and asking people to comment back on it”*, and went on to say that you could also get the *“general view of other people, your colleagues”* (Middle-manager R, Business Unit # 1), and that it helped people in *“finding out what other people think about certain topics”* and that the intervention *“makes the leadership teams etc. visible”* (Worker S, Business Unit # 1) and another stated that *“in that way they’re closer”* (Middle-manager D, Business Unit # 2). One leader reflected that the *“[Group CEO’s] online chat is always really well subscribed...because most people realise that we’re...unlikely ever to get the chance to talk to [them] face to face”* (Leader A, Business Unit # 3). The intimacy of the experience was described by interviewees, for example one felt a benefit was *“that ability to listen to whats on the mind of the more strategic players in the business”* and that the interventions provided the ability to hear *“what they’re thinking about at the moment...thinking aloud”* and in a way that *“you wouldn’t normally get*

on a regular basis” (Leader J, Business Unit # 3). Another felt that *“its like they are talking to you...its much much better than old style”* (Middle-manager V, Business Unit # 2). In terms of Access To Views, one leader felt that *“for me its you learn at least what a part of the population views as top of mind”* (Leader C2, Business Unit # 1). One worker felt that from the leaders perspective *“a perceived benefit is trying to gain the viewpoints of the people”* (Worker S, Business Unit # 1) and that *“obviously [business unit CEO] stages some questions and invites comments, thoughts etc.”*. A middle-manager hoped that leaders would *“use it as much as we do, and just by reading the questions, you can see what the issues are and whats on peoples minds, and if they only take a fraction of that, and what they might want to do next, its got to be a good thing”* (Middle-manager L, Business Unit # 1). One worker felt that the use of polls as part of the intervention meant that *“they can do an instant poll and get a feel”* for the particular topics the leaders chose (Worker M, Business Unit # 2). From the leaders perspective, one felt that the positive aspects were that *“you can get access to information you may not otherwise see, er, hearing thoughts of people you may not otherwise hear”* (Leader J, Business Unit # 3). One interviewee said that *“I think it is a good way...for a leader to get their message across, exactly as they intend it to be...rather than the case of Chinese whispers, where somehow the message doesn’t quite end up being the same”* (Middle-manager V, Business Unit # 2). In terms of Access To Information, one interviewee responded that instead of *“blatting people with emails all the time”* the technology meant that *“when you have got a few minutes spare you can go and look around and pick up a few gems”* (Middle-manager L, Business Unit # 1).

APPENDIX Q – EVALUATION – FURTHER ANALYSIS

Further analysis was undertaken for the Evaluation node. This analysis is included here.

With respect to Recognition, whilst individuals were able to describe the interventions, the association with the label *‘Enterprise2.0’* was less clear and some interviewees appeared to still be making sense of the technology, asking for clarity regarding what might be in or out of scope for the interview or made observations such as *“I probably wouldn’t count this as Enterprise2.0, which most people would”* (Leader C2, Business Unit # 1) when webcasts and podcasts for example were discussed. In terms of personal levels of adoption, in some cases, leaders conceded that *“I’ve never done one”* (Leader D2, Business Unit # 2), and leaders in business unit # 3 had the lowest levels of personal adoption. For example, one stated *“I’m more of a voyeur at the moment”* (Leader C, Business Unit # 3). Responses from middle-managers and workers followed a similar pattern. Interviewees were also asked to describe their level of involvement with Enterprise2.0, and these results are summarised in the table below.

	Vision	Advocate	Follow	Not Stated
Leader	1	1	5	2
Middle-manager		4	4	1
Worker			3	

The majority of interviewees were found to either Follow or Join In, and only one leader described themselves directly as an Advocate. In terms of Adoption Maturity at an Organisational level, this was used to capture responses regarding the importance they felt their business unit or the organisation at large placed on using Enterprise2.0 to connect leaders and workers. In business unit # 1, the unit seen to have the highest level of adoption, one interviewee stated *“...I think that we’re doing a lot of good things, the tools are there...and the will, the belief that it’s the right thing to do*

is there” (Middle-manager C, Business Unit # 1) and that *“the majority accept it as that’s the way you do things”* and that people would *“almost just assume it would be used and not think twice about it”* (Leader P, Business Unit # 1). One worker however, felt that whilst they felt the technology was seen as *“important”*, they had *“not actually heard of people encouraging it”* at the middle-manager and supervisor level (Worker S, Business Unit # 1). Within business unit # 2, which was seen to have moderate use of the technology, a middle-manager observed *“I was getting a lot out of it in [business unit # 1]... maybe we are not making the best sort of use of it in [business unit # 2]”* (Middle-manager D, Business Unit # 2), and one leader felt that *“it has kind of drifted in”* (Leader D1, Business Unit # 2). In business unit # 3, which was perceived to have the least organisational adoption, one leader described the use as *“a bit hit and miss to be honest”*, and that *“(sharp intake of breath) if I am honest, I think at the moment I think at the moment we are dabbling with them at a [business unit # 3] level”* (Leader A, Business Unit # 3). One leader explained they *“spend more time looking at [business unit # 1 CEO’s] one more than I do the [business unit # 3] one”* and that *“from [business unit # 3s] point of view its not actually made much difference...I don’t think we’re using it very well...in terms of its impact I think its pretty negligible”* (Leader C, Business Unit # 3). In general, people were able to cite leaders from business unit # 1 who had blogs, and recognised the group-wide webcasts. One interviewee stated that at *“Group level, there are a number of blogs”* and one blog by a leader within Group was cited repeatedly, with one person describing it as *“very open, very authentic, definitely [them] that’s doing it”* (Middle-manager G2, Business Unit # 3) and that this blogger *“keeps a steady stream of thoughts going”* (Leader S, Business Unit # 3). In terms of expectation, in general, people felt that take-up had been slower and on a smaller scale than anticipated but that the technology had unrealised potential.

APPENDIX R – NATURE OF ENGAGEMENT – FURTHER ANALYSIS

Further analysis was undertaken for the Nature of Engagement node. This analysis is included here.

These results show that predominantly, people felt that the level of participation created by these technologies was Informing. Only one leader across the sample felt that the level of participation reached Consultation. Interestingly, middle-managers placed the level of participation slightly higher, with two describing the nature of engagement as a Partnership. Workers meanwhile felt that it was Informing. One other observation is that one leader in business unit # 1, the unit with the highest adoption levels chose not to directly answer this question, and that in business unit # 3, where adoption was seen to be lowest, interviewees were almost unanimous that the interventions were Informing, with only one interviewee feeling that the level of participation reached Consultation. In terms of whether the dialogue was one-way or two-way, most people felt that it was one-way, hence the conclusion that the interventions are primarily Informing. One interviewee explained *“its more kind of asking questions, looking for a 1-line answer”* (Middle-manager L, Business Unit # 1), and went on to say *“its very short, you know here is the question, here is the answer...I wouldn't really call it a conversation”*. In business unit # 2, one middle-manager felt the leadership were *“pretty upfront”* on difficult topics, tackled *“stuff head-on”* and that it was *“very rarely where they cut anyone off”* (Middle-manager D, Business Unit # 2) but that there were *“very few questions”* (Worker L, Business Unit # 2) and that *“I have doubts about just how realistic the conversation coming from the workers to the upper ranks really is”*, a view supported by a middle-manager who felt *“there is a stiltedness to the conversation...it is still a bit 1-way”* (Middle-manager S, Business Unit # 2) and who expressed a desire for more interactivity. However, one observed that people *“continue to ask questions...they generally seem happy with the response they get”* (Middle-

manager V, Business Unit # 2). In business unit # 3, one leader felt that *“it tends to be pretty much question and answer”* (Leader A, Business Unit # 3) and that *“it tends to be more of a we’re gonna tell you what we’re doing and we’ll take some questions to aid understanding”*, and that it was a *“show and tell kind of thing, rather than a consultation...its not really a conversation, it is a q and a”*. Another described it as *“a 2-stroke tennis match, a question you hit it back, game over”* (Middle-manager G1, Business Unit # 3) and that in the *“widest extremes of someones imagination, I don’t think they would believe you could manipulate people through it”*. When asked whether they felt conversations were meaningful, one interviewee stated *“I don’t think they are”* and went on to say *“its not a general consultation...theres no scope for making it a discussion”* (Middle-manager G2, Business Unit # 3), whilst one leader who had seen evidence of issues being raised in a way that had caused the leadership to reflect, when asked whether they felt the conversations were meaningful and two-way, this leader responded that *“yeah I do, I genuinely do”*, (Leader J, Business Unit # 3). In terms of webcasts at Group level, one interviewee explained that *“people would raise questions and got 1-liner answers”* (Middle-manager D, Business Unit # 2) whilst a leader who had participated in a group-level discussion forum on a key strategic issue felt that this intervention *“did have 5 days worth of pretty rich debate”* (Leader J, Business Unit # 3).

Using Arnstein’s (1969) ladder of participation as a frame, the tables below show how interviewees described the level of participation, both at different levels of organisational strata and across the business units. Some individuals described the nature of engagement as spanning a number of ‘rungs’ on the ladder, where this occurred, the highest level cited by the individual is recorded here.

		Leader			Middle- manager			Worker				Business Unit # 1	Business Unit # 2	Business Unit # 3
	Total	1	2	3	1	2	3	1	2	3				
Don't Know / Not Stated	3	2							1			2	1	
Manipulation Therapy														
Informing	13	1	2	3	1	2	2	1	1			3	5	5
Consultation	3			1	1	1						1	1	1
Placation														
Partnership	2				1	1						1	1	
Delegated Power														
Employee Control														

Figure R.1 - Level of Participation

THIS PAGE LEFT INTENTIONALLY BLANK

APPENDIX S – BENEFICIARY – FURTHER ANALYSIS

Further analysis was undertaken for the Beneficiary node. This analysis is included here.

Across the sample, the majority of people felt that the organisation was the ultimate beneficiary, with some leaders, and the majority of middle-managers who expressed an opinion sharing this view. It was mainly leaders who felt that leaders benefit, and one leader felt it was the workers who benefit. This was the only person who felt that solely the workers benefit, and interestingly, no one felt it was exclusively middle-managers who benefited, although in this context people may have perceived that the terms *'worker'* and *'organisation'* implicitly included middle-management. The middle-manager who felt that leadership benefited came from the unit with the most mature adoption, and lowest engagement levels and was very direct, simply stating *"it's the leadership"* (Middle-manager C, Business Unit # 1). The only worker who expressed a view on this said that *"from the [organisation] point of view, its good getting people using this technology"*. One middle-manager in business unit # 2, when asked about who was the beneficiary stated *"I think its both"* (Middle-manager V, Business Unit # 2) with another stating that *"it does work both ways"* but that it could ultimately come down to individuals and their personalities (Middle-manager D, Business Unit # 2) and that for leaders *"the stuff that they hear is massively important so it's a great opportunity for them to get a snapshot of what people think at that point in time"* (Middle-manager S, Business Unit # 2) and another said *"I think it should serve the purpose of you know everybody"* (Middle-manager T, Business Unit # 2). In business unit # 3, one leader expressly felt that *"...for the leadership team it is not proving to be a useful channel"* (Leader S, Business Unit # 3).

THIS PAGE LEFT INTENTIONALLY BLANK

APPENDIX T – POLITICISATION – FURTHER ANALYSIS

Further analysis was undertaken for the Politicisation node. This analysis is included here.

POLITICISATION – BY WORKERS

With respect to Politicisation By Workers, in terms of workers who Don't Join In, one middle manager observed that *"you have a large body of people who keep their heads down don't want to be seen to be having an opinion about what the leadership are doing"* (Middle-manager C, Business Unit # 1) and another felt that *"its been very much a push of information"* (Middle-manager R, Business Unit # 1). In fact it was hard to find anyone other than leaders who had personally taken an active contributory role, for example one worker said *"I don't tend to use it at all not in terms of adding comments, posting or anything...I'm not sure how many other people do either"* (Worker S, Business Unit # 1). A middle-manager shared the fact that, in respect to a webchat by *"[Group CEO] before Christmas, the comms guy said he was ringing round his mates trying to get people to ask questions"* (Middle-manager D, Business Unit # 2). In business unit # 3, webcasts were *"not widely subscribed"* (Leader A, Business Unit # 3) and another stated that *"somebody actually looked to see how many people were turning out and it actually turned out to be pretty low so we're not doing that anymore"* (Middle-manager G2, Business Unit # 3). This manager went on to say *"if we could just get somebody to post on the blog, we'd be doing really well"*. Another middle-manager stated that *"I don't take any interest...I check it you know every once in a blue moon"* (Middle-manager G1, Business Unit # 3). One possible reason for lack of use may be that workers resort to using underground networks, and newsgroups were repeatedly cited as the place where discussion really takes place. In terms of the newer technologies, one leader observed that technical wiki sites were *"very alive...living and breathing...quite exciting actually"* (Leader J, Business

Unit # 3). Another leader also felt that *"if it is working I suspect it is working on a smaller scale, where I wouldn't really see it"* (Leader S, Business Unit # 3). A worker felt that *"I think people tend to stick to their own wikis etc for their areas"* (Worker S, Business Unit # 1). One middle-manager went as far as to say *"if somebody had a [organisation] question they didn't have an answer to...I would absolutely encourage them to go and post it on the newsgroup"* (Middle-manager G2, Business Unit # 3). When workers did engage, there appeared to be evidence that the interventions were often used for Airing Grievances. Issues relating to this were raised across the sample. Whilst leaders and workers observed this phenomenon, the comments came mostly from middle-managers. One middle-manager observed that there is a group of people who *"think they have a right to an opinion"* (Middle-manager C, Business Unit # 1), and another stated that they had observed an occasion where it had *"spiralled out of control"* and was *"not always productive"* (Worker S, Business Unit # 1) and that it *"can quickly go down rabbit holes"* (Middle-manager S, Business Unit # 2), that a *"lot of it is...whinge and moan...its become a channel for that"* (Middle-manager G2, Business Unit # 3) and that they were *"big moan forums"* (Middle-manager T, Business Unit # 2), and that *"because they are not governed, you know there could have been a tendency for people to use them for the wrong way"*. One leader stated they had observed instances of *"almost civil action"* and *"slightly anarchic commentary"* (Leader J, Business Unit # 3), and cited an *"angry response"* they had seen to a post from the business unit CEO. Others described the dialogue as *"increasingly challenging"* (Leader C2, Business Unit # 1) and went on to say *"a lot of them feel like whinges at times so it comes across as complaining and that isn't as well received"*. Supporting this, one middle-manager recalled a webchat by the Group CFO, and stated that *"it was a very difficult situation [they] (were) in...a lot of the questions were about why wasn't it seen coming, why didn't we do something earlier...it is very sensitive...there were questions about contracts...asking difficult questions that...there was no way that [Group CFO] really could give a personal answer"* (Middle-manager D, Business Unit # 2). One leader in business unit # 2 stated that *"...from the*

tone of it you could tell people were unbelieving about some element of what was happening..." (Leader D1, Business Unit # 2). Another observed that most people usually had *"an agenda of some description"* (Middle-manager L, Business Unit # 1) and went on to say *"sometimes the questions come out and they are quite personal"* and that *"I can think of times when people have asked fairly leading questions"* a view shared by another informant who said *"maybe some of the questions people are asking are not suitable to be asking"* (Middle-manager D, Business Unit # 2). Another leader stated people *"will...name names"* and that *"people bitch and moan about [business unit CEO]...they give off"* (Leader C1, Business Unit # 1). One worker observed that workers *"often seem to approach something from the perspective of a problem"* and that this often meant the conversation was less than satisfactory. Finally one leader too was concerned about these aspects, and commented that *"the fairly obvious downside if you're not careful...it can look like they're not actually driving the conversations...not leading quite as much as you would hope they are, going wherever they are driven by the questions...there is a danger there"* (Leader P, Business Unit # 1). Although one leader reported individuals had used the blog to air industrial relations type issues, only one interviewee was able to recall a time when the union had used the interventions, stating *"there was a union guy on there who had his own axe to grind in terms of certain issues"* (Middle-manager V, Business Unit # 2). There was also evidence that workers Hide Behind Technology. As well as choosing to remain anonymous, middle-managers and leaders, primarily from business unit # 1 and # 2, also commented on how the language changed when the technology was used. One informant said that anonymity meant that *"when people find their voice through this technology...they have more of an emotional response through the technology... people might be swearing in their comments or very emotional...because they feel it is hidden"* and that these sentiments could be *"offensive to some people"* (Middle-manager S, Business Unit # 2) and in business unit # 1 there were issues over *"use of language...accusations"* (Leader C2, Business Unit # 1). Another leader felt that people may take the view that *"I'm not gonna meet them I can say*

whatever I like" (Leader J, Business Unit # 3). There was also evidence that the organisation intervened in certain cases and one informant stated *"we might paraphrase a question if it came through on email...we would...make it less offensive"* (Middle-manager S, Business Unit # 2). In business unit # 1, this approach appeared to be quite systematic. In discussing the screening aspects, one leader reported that things were screened out *"usually because its something very personal or its inappropriate or if we had to answer it would be almost impossible to answer"* (Leader C2, Business Unit # 1), and went on to say that *"if you didn't screen...people would be disciplined...we don't wanna make them look bad"* and that sometimes leaders would contact the individual offline and *"make direct contact...to close it but not embarrass them by putting it out publicly..."*. In terms of Organisational Non-Citizenship, leaders talked about individuals not playing their part, primarily in business unit # 3. One leader observed that *"you won't get people going back to [business unit CEO] or the top team asking about strategy and detail"* (Leader C, Business Unit # 3).

POLITICISATION – BY LEADERS

In terms of Politicisation By Leaders, Propaganda was an issue cited from across the sample. People commented on the nature of the leadership posts, the way in which individuals exploited the channel to serve their own purposes, and the way in which the interventions were treated as part of a *'corporate machine'*. In terms of the leadership posts, one middle-manager observed that *"[business unit CEO]...is going to have something [they] want to get across"* (Middle-manager L, Business Unit # 1) and that *"you can predict the answer and it's never a million miles off"*, and that whilst open to challenge *"they won't bend as a result"*. One worker felt *"I'm only gonna hear the standard response, you know, whats the point"* (Worker S, Business Unit # 1) and another stated *"its almost like they're just getting a company answer rather than this is [Group CEOs] view or this is [Group CFOs] view"* (Middle-manager D, Business Unit # 2). Another felt that the way the technology was

used *“is pushing information outwards...pushing it downwards”* (Middle-manager R, Business Unit # 1) and another reported that technology was used to *“re-enforce...messages...it’s another way to lock their people into what they’re...involved with”* (Middle-manager T, Business Unit # 2) and another stated that *“leaders get to tell you what they want you to know”* (Middle-manager V, Business Unit # 2) and that it was used to cover the *“focus de jour”* and *“banging the drum that most people who listen to the beat have already cottoned on to”* (Middle-manager G1, Business Unit # 3).

Leaders, too, acknowledged this with one stating some blogs are *“clearly a management propaganda tool it is like [newsdesk] on the web, you know it is sunny and upbeat and it never rains”* and that the reason that it was underused was *“because people just see it as just another media medium for management to get the message across”* (Leader D1, Business Unit # 2).

This interviewee went on to say that *“there is a cynicism I suppose about...the [organisation] version of this stuff”* and that there was a *“suspicion”* about *“is this really are people genuinely wanting to have a debate and a real dialogue or is it you know an electronic version of the old 1-way propaganda that used to come down”*. This leader felt *“the perceived control...the management being in charge of the media”* stopped people using it. Within business unit # 3, one leader felt that *“its been more here’s what we’re doing, and we gonna tell you about and you better get on board quickly yeah”* (Leader C, Business Unit # 3). Another leader felt that the blog was used to re-iterate policy. With respect to the way questions are answered, another said the *“answers tend to be a bit stage managed”* (Leader A, Business Unit # 3), and another stated *“there is still a fair amount of cynicism that the debates are stage managed that there, you know they’re there to get the answer the management wants to give you”* (Leader J, Business Unit # 3). Building on this, one middle-manager described the leaders as *“politicians”* and that the *“answers are rather calculated and tailored to be a little bit vanilla at times...they just come back and say ooh, thank you for your point its very interesting”* (Middle-manager G1, Business Unit # 3).

In terms of how the technology was used to serve particular purposes one middle-manager explained that they felt the way an executive blog had been used historically was *“kind of, almost propaganda, people getting what they’re doing...out there”* (Middle-manager G2, Business Unit # 3), and another felt they were *“self-promoting...look at me, I am earning my keep, 100’s of thousands of pounds”* (Middle-manager G1, Business Unit # 3). One leader also felt that the interventions were being used to *“make the leadership team feel better”* (Leader A, Business Unit # 3), and went on to state that the intervention was in part being used to signal *“a difference in style...compared to [their] predecessor”*. A number of people commented on how the technology had become part of the *‘corporate machine’*, whereby you got the *“party line”* (Leader S, Business Unit # 3) and that there was a great deal of *“corporate speak”, and “slogans”, that it was “controlled from a comms perspective”, that it was “so focused on ‘the message’”* (Worker L, Business Unit # 2). In respect to a planned webcast by the business unit CEO, another felt that people were *“trying to over-engineer it”* and that there *“seems to be...this desire to over-manage and over-engineer it and my fear about that is that it will come across as not being very authentic”* (Middle-manager G2, Business Unit # 3). Some leaders acknowledged that they had used a *“planted”* question (Leader A, Business Unit # 3), and went on to observe how some leaders asked for questions ahead of the event, feeling that by putting this *“constraint on”* allowed them to *“micromanage how I answer it, you know, think about all the answers before I give them”* and to avoid some of the things *“that can go wrong if you keep it completely open”*. This interviewee also observed that leaders did *“bundle a set of questions into one or two, which...happened to allow [them] to focus on exactly what [they] wanted to answer in the first place”* (Leader P, Business Unit # 1). In terms of Opting Out, there was some evidence that leaders did not produce their own blog content, either in business unit # 1 or # 3. In business unit # 3, one leader explained *“they have someone who does it for them”* (Leader S, Business Unit # 3) and one leader felt that *“people understand that it isn’t...something that [business unit CEO] actually writes [themselves]”* (Leader A, Business Unit #

3), and that *“someone responds on [their] behalf...and you can tell from the response that gets posted back”* (Middle-manager G2, Business Unit # 3), and this means *“its not real and its not personal”* (Leader S, Business Unit # 3). Others explained that attempts had been made *“for a year”* to get the CEO to use the blog (Leader S, Business Unit # 3), with another conceding that if the *“CEO can’t find the time to write a little note and stick it on the blog, then we may as well not bother using it”* (Middle-manager G2, Business Unit # 3). Leadership time was cited as a common reason why leaders were Opting Out. One middle-manager wondered whether this was *“the sort of thing that is put in the edge of the leaders diaries and it’s the thing that always gets dropped off”* (Middle-manager G2, Business Unit # 3), a view re-enforced by others. This issue also appeared to stop other leaders establishing their own blogs, and one stated *“I just wouldn’t do it justice, and I wouldn’t ‘ave time to keep it up to date”* (Leader D2, Business Unit # 2), and another said *“when I got asked to do that...there is a question about was I going to get caught 2 hours a day having to respond to stuff”* (Leader D1, Business Unit # 2). Another leader commented that *“in fact as I’m speaking to you now I am feeling terribly guilty about the fact that I haven’t done it in the last week”* (Leader J, Business Unit # 3) and that was the *“challenge”*. This interviewee also confided that when they participated in a Group-wide intervention, the Director responsible knew that *“if I just say please be good eggs and go on the blog it just won’t happen, so heres a schedule, you’ve got to diarise to go onto the blog for an hour...it was quite structured”*. This need to enforce discipline was shared by others, and one person stated that *“when people do raise things it takes a while to get answered”* (Leader S, Business Unit # 3), and another felt that *“the responses are forced”* (Leader C1, Business Unit # 1). In business unit # 3, a leader observed that people only got a reply because *“people in the comms team do read things”* (Leader S, Business Unit # 3), and another leader conceded that *“where we fall over is in keeping these things going...if you go onto the blog...but...there is no one there to hear you call...it is...quite negative”*, and went on to state that *“I do worry about our ability to keep the momentum going, to keep blogs live, and to really use them on a regular*

basis...which I think then brings a cost...in terms of other issues from a democratic perspective" (Leader J, Business Unit # 3). This concern was shared by others, and one person asked *"how do you ensure that feedback doesn't go into a big black hole"* since this would *"increase their frustration, on the one hand you are opening up...but then if you don't do something...it's a...pointless waste of time and employees will very quickly see it as that"* (Middle-manager C, Business Unit # 1) and another stated that *"if you are asking for people to give you their opinions...then you've gotta be prepared to do something about those opinions...if you don't think you've got the time then you shouldn't set the expectation"* (Middle-manager S, Business Unit # 2). One interviewee went on to say that *"having the tools is not in itself enough...it's the cultural and leadership behaviour piece that is the challenge for us, not the tools"*. (Leader A, Business Unit # 3). In terms of the ways in which leaders Suppress Debate, removal of the ability to post anonymously has been discussed earlier, but *"probably has stopped some of the more, what were, the very negative comments about [organisation]"* (Middle-manager D, Business Unit # 2). There was also some evidence that people had become excluded. For example, one interviewee stated *"within [business unit # 2] I've found it's...like we're not quite part of the community...I've found that since I've joined [business unit # 2] I don't have access to things I thought were common"*. In business unit # 1, this interviewee *"felt much more engaged with it and felt like I was part of it"* whereas they now felt *"like I have sort of dropped sort of out of it...I feel I am an outsider"* (Middle-manager D, Business Unit # 2). Other mechanisms were used including the way topics were selected for discussion or responses were posted, and where discussions were taken offline. Primarily, these comments came from middle-managers and leaders in business units # 1 and # 3. In terms of the way in which responses were used to close down debate, one middle-manager felt there was a downside *"when a person isn't truly interested in somebody else's opinion, it comes across very quickly is that can be more damaging than if you were putting out a controlled message not inviting a response"*, and were *"not convinced that management, senior leadership teams are ready to really use*

Enterprise2.0". The interviewee felt that Enterprise2.0 was "a leveller, or has the potential to be a leveller" and that "you cant mix it up" with a culture that was predicated on "20 or 30 years working your way up the hierarchy making sure you're the person who makes the decisions, people ought to be listening to you and doing as their told" and that it was "very hard to give up that", and went on to cite examples of people "controlling the flow of information" and "monitoring what is said" (Middle-manager C, Business Unit # 1). One leader explained that if there were "worries" about something that "came up on a webcast", that they would set up a 1:1 dialogue "not on the blog...to say do you get it...are we making this clear" and that at the "end of the day I won't put down the phone until...they get it" (Leader C1, Business Unit # 1). This leader also talked about an external example to allow trial customers to write comments on the new product, and that when it became apparent that this could take the form of "hate mail", the response was "well then we should make it a secure site, non disclosure, you know login". Another leader in another business unit stated that there have been occasions that they were aware of in business unit # 1 where "someone was taken aside...to say...what you're putting on there is a bit much yeah, rein it in" (Leader C, Business Unit # 3). Another interviewee in business unit # 3 felt that "if people post something that is off message, then yeah, I think there are consequences" (Middle-manager G2, Business Unit # 3). A number of interviewees commented on how managers controlled the debate through the interventions. One leader stated that "you can be quite controlling in what goes out" (Leader D1, Business Unit # 2) and in business unit # 3, one leader acknowledged that "the danger in an organisation is if someone raises something unpalatable, then the management approach is actually to close it down as quickly as possible" (Leader J, Business Unit # 3) and another stated with respect to the blog "when people do raise things...they very quickly get shut down" and that "its not about opening up a conversation...feedback is very quickly and very positively shut down the person is very quickly put in their place". (Middle-manager G2, Business Unit # 3). This interviewee explained that this is "generally in the way the question is answered". Leaders

too, observed this, and one stated *"I think it tends to be quite direct, either you're on-message or you're wrong... if there are alternative views...they're not answered or they're stood on...it's quite a direct message to receive..."* (Leader C, Business Unit # 3). Another stated:

"we generally try and close things down...what we will try and do is answer in such a way that no one else feels they should comment on it, or ask another question...generally the response has been one of try and close it down rather than allow it to run and run and let people have their say..." (Leader A, Business Unit # 3)

Leaders were also seen to be able to control the discussion in other ways, and one leader observed that *"leaders tend to lead the subject areas for debate...I don't know how much an individual could set the agenda"* (Leader J, Business Unit # 3). When asked whether they select the question and answer topics, one leader in business unit # 1 was keen to ensure that when planning the question topics, they would want to stimulate *"not too controversial questions"* (Leader P, Business Unit # 1). This interviewee went on to observe how the business unit CEO was *"quite clever"*, in that they *"invite questions in advance"* and that a *"question interpreter"* was used to *"feed them to you in the right order"* and that *"you can prepare for the difficult ones up-front"*. Quite a few informants commented that middle-managers might try and suppress debate. In terms of Seen To Be Doing Something, as well as being used because it was Fashionable, *"politics"* had played a role since this was seen as *"a new and exciting toy, and whoever controls that is seen as providing a benefit"*. One leader explained that there was a sense centrally that *"we must drive more of the debate you know onto this kind of media"* (Leader D1, Business Unit # 2). One intervention within the HR team was described by one interviewee where it felt *"kind of driven"* with *"someone saying you know we ought to really contribute to it otherwise it looks as though we're not interested"*, and went on to complain that *"it seems a little bit processy, you know we haven't got a blog this month, well maybe we don't*

have one because we don't have one, you know..." (Middle-manager T, Business Unit # 2). Another middle-manager felt that *"people hardly left any comments, but I think that was done for the wrong reasons, I think it was trying to get discussion taking place without any, any compelling subject matter"* (Middle-manager S, Business Unit # 2). In business unit # 3, where there was general consensus that the executive blog was not working well, one middle-manager observed that *"they're going down the road of you know lets try and use it more"* (Middle-manager G2, Business Unit # 3) and a leader observed that *"you tend to get you know an obvious right then we must pay attention to the blog"* (Leader J, Business Unit # 3), despite the fact that another leader stated *"I don't think we understand well enough what proportion of people would ever use this"* (Leader S, Business Unit # 3), and when asked whether any data had been collected in terms of responses or hit rate, replied *"we don't, we probably could get that, and ideally we should get that"*. There was also a sense that the intervention was *"trying to force a sense of community where there isn't one, you know you need a kind of sense of purpose for these things, sometimes I think people may not know exactly what the purpose is"* (Leader S, Business Unit # 3). In terms of being an Alternative To Face-To-Face, this was cited as a potential problem by leaders and middle-managers in each of the units. In business unit # 2, one leader stated that *"the danger for me...is that you escape...getting teams together to debate things and hide behind technologies where it's a little bit more one way"* (Leader D2, Business Unit # 2) and went on to state that *"you should supplement your...remote comms with some regular face to face and proper debates really"*. This sentiment was shared by a middle-manager who felt *"if one of our senior managers is reliant on one of these channels to drive up engagement then you know in isolation then they are not going to work"* (Middle-manager T, Business Unit # 2), and another stated that it gives leaders *"the opportunity to almost abdicate their responsibility for face to face communications...to say I've done my communications because I've done a webcast..."* (Middle-manager S, Business Unit # 2) and another said *"if we get if we go too far...what we actually get is...people who hide in their office, and*

only...communicate at arms length via a tool on their PC...what we need to be careful to avoid is that the technology substitutes for real relationship forming” (Leader A, Business Unit # 3) and another stated “...it would be a mistake for people ever to think well if I have a blog it negates the need for me to ever go to speak to people in person...” (Leader S, Business Unit # 3) and another stated that “if all you did is live off Enterprise2.0 for your comms...I don’t think you’d have a very engaged and happy workforce” (Leader C2, Business Unit # 1), and went on to explain that this problem had become real in business unit # 1 where “I would say that we are getting confirmation that it isn’t a substitute right now” and that survey evidence was that because leaders were not travelling workers “don’t have as much faith in the senior management” and that “we’re gonna have to hit the road more” (Leader C2, Business Unit # 1). One informant felt the leadership did “see it as a partial substitute at least, they have to come around less” (Middle-manager L, Business Unit # 1) and one leader stated a benefit was “I don’t have to travel all over the country all of the time...I am quite busy and it eats up your time...in terms of me going over there and talking to people...it takes a big bite out of your calendar”. This leader went on to say that those at the same location as themselves “are luckier as they can just do the face to face one...I acknowledge that er we are a little biased towards [leaders location], that’s just the way it is” (Leader P, Business Unit # 1).

APPENDIX U – RELATING FINDINGS TO LITERATURE

Further analysis was undertaken with respect to relating findings to literature. This analysis is included here.

The table below summarises each of the aspects of the study, considering each of the relevant dimensions identified during the Systematic Literature Review (what is said), providing references to academic writers (who is saying it), linking this to practitioner literature and providing examples (through direct quotations from the interviews undertaken as part of the study) as to how these aspects are manifested within the Enterprise2.0 intervention.

Dimension	Detail	Academic Perspective – Organisational Democracy	Practitioner Perspective – Enterprise2.0	Findings
External Environment – Knowledge Work	- as a driver	Pearce and Barkus (2004)	McAfee (2006)	<p>"I think it is more to do with the nature of the work...for knowledge workers it is easy to pick up" (Group Communications function)</p> <p>"some of the guys involved within the IT areas would be very familiar with you know these new technologies and you know use them all the time, within some of the other areas, you know perhaps the call centres...may not be so on board with it" (Middle-manager T, Business Unit # 2)</p> <p>"smart people call you on why did you do this why did you do that" (Leader C2, Business Unit # 1)</p>
External Environment – Financial / Organisational Crisis	- as an inhibitor	Muczyk and Steel (1998)	-	<p>"at the moment things are pretty tough and people might be a bit more reserved in the questions that they might ask" (Worker S, Business Unit # 1)</p> <p>"in the current climate where people are thinking you know, you would probably not want to associate yourself on a web site saying [business unit # 3] is rubbish" (Leader S, Business Unit # 3)</p>
Internal Environment – role of actors – leaders	- autocratic vs. participative	Muczyk and Reimann (1987)	<p>Hodgkinson (2007a, 2007b)</p> <p>McAfee (2006)</p> <p>Raskino (2007)</p> <p>Tapscott and Williams (2007)</p> <p>van Harmelen (2007)</p>	<p>"while [they] would like to be seen as open, accessible and involved in a dialogue, [they] still very much positions [themselves] as the person in charge, so therefore if [they] (do) get a comment on the blog, if [they] (don't) agree with it [they] can be quite sharp in the way that [they] (respond) to the person" (Middle-manager C, Business Unit # 1)</p> <p>"its really quite scary that again everything relies on the person at the top, you know if they've got good interpersonal skills if they genuinely see how beneficial this kind of exchange is between different layers it works really well, if you get someone who is autocratic, you just ruin the whole thing" (Worker L, Business Unit # 2)</p> <p>"the reason why as a channel its not working is more about the culture and leadership in the organisation rather than the technology piece" (Middle-manager G2, Business Unit # 3)</p>

Dimension	Detail	Academic Perspective – Organisational Democracy	Practitioner Perspective – Enterprise2.0	Findings
Internal Environment – role of actors – middle-managers / supervisors	- derailing interventions	Brennan (1991) Johnson (2006)	Hodgkinson (2007a, 2007b) Bradley (2007) McAfee (2006)	<i>"I would imagine, there may be some pressure from middle managers to don't raise this, I don't want my bosses boss, and I am sure they wouldn't put it that way, you know, we're dealing with it"</i> (Middle-manager L, Business Unit # 1) <i>"it just seems to be the middle management who just seem to be stuck, the senior guys, the very senior guys just seem...to embrace the technology and then you get to the layers down below and because they are you know so intent on doing their job, you know, time constraints and all of this, I don't think they necessarily... embrace it as openly"</i> (Middle-manager T, Business Unit # 2)
Internal Environment – role of actors - workers	Organisational Democracy – desire, willingness or ability of employees to participate	Jones (2000) Kerr (2004) Strauss and Rosenstein (1970)	Hodgkinson (2007a, 2007b)	<i>"I don't tend to use it at all not in terms of adding comments, posting or anything...I'm not sure how many other people do either"</i> (Worker S, Business Unit # 1) <i>"they talked about that online stuff...you know...it was all the stuff my kids use, you know...all that Facebook stuff...you know, that's what the kids use, so it's a generational thing, a generational thing potentially"</i> (Middle-manager S, Business Unit # 2) <i>"they engaged less than we hoped that they would"</i> (Middle-manager S, Business Unit # 2) <i>"our field community...are not familiar with the technology or they may not have access to it, they may not have laptops"</i> (Leader D2, Business Unit # 2) <i>"I am not wanting to be ageist but given the demographic spread of the people we have...I am sure if I was erm, 50...I would be even more resistant or even less aware of what was on offer"</i> (Leader C, Business Unit # 3)
Drivers – Business		Calmano (2004)	Tapscott and Williams (2007) Bradley (2007)	<i>"I think it was seen as a...sort of technology shift and therefore you know at that time it brought big opportunities because at that time there was nobody around who was good at it, because by the very nature of it, it was new..."</i> (Leader D1, Business Unit # 2) <i>"...we have to be faster, and more agile, particularly with the global economy, the crash and the heavy emphasis on cost cutting..."</i> (Group HR function)

Dimension	Detail	Academic Perspective – Organisational Democracy	Practitioner Perspective – Enterprise2.0	Findings
Drivers – Engagement / Collaboration	- engagement	Powley, Fry, Barrett and Bright (2004)	Gartner (2007) Gregory (2007)	<p><i>"Its engagement isn't it, employee engagement"</i> (Worker M, Business Unit # 2)</p> <p><i>"we want some dialogue in the organisation, maybe... a wiki or a blog platform for shared discussion and...visible shared discussion"</i> (Middle-manager S, Business Unit # 2)</p> <p><i>"I think pretty clearly its around engagement"</i> (Leader C, Business Unit # 3)</p>
Drivers – Engagement / Collaboration	- collaboration	Ackoff (1989) Lawler and Mohrman (1987) Kaufman (2003) Semler (1989)	Raskino (2007) Xarchos and Charland (2008)	<p><i>"I think wikis are very much about partnership, about collaborative working"</i> (Middle-manager C, Business Unit # 1)</p> <p><i>"there tend to be groups of people in one or two places working on projects who will tend to use wikis as a way of keeping each other...up to speed as to what is going on"</i> (Leader D1, Business Unit # 2)</p> <p><i>"a community...where we can have a sharing of ideas, and...more...social networking but applied in a work environment, all based...around...the common theme...wikis are a little more interactive, in terms of being able to manipulate the data, turning it more into information and then making that...available for people"</i> (Leader J, Business Unit # 3)</p>
Drivers – Engagement / Collaboration	- learning	Ehin (1995b)	Tapscott and Williams (2007) Gartner (2007)	<p><i>"anyone can become a tutor and teach other people something and that was the environment we wanted to create...people can consume the content when they want to consume and everyone can become involved in creating the content, and helping other people out and that becomes very apparent...we try and do something that we call blended learning we might attend a typical call, we might be a podcast, it might involve mentoring, or you mentoring someone it might be a study group where we you know put things together"</i> (Middle-manager R, Business unit # 1)</p> <p><i>"I was using that more from a personal development, but I did actually find it particularly useful, particularly the point I was at, I was almost finishing one career and starting another one, and I was looking to get re-trained...get my get my professional qualifications, and I did actually find it very useful... it did give me a lot of information about what I should be doing"</i> (Middle-manager D, Business Unit # 2)</p>

Dimension	Detail	Academic Perspective – Organisational Democracy	Practitioner Perspective – Enterprise2.0	Findings
Drivers - ideological		<p>Bluestone (1977)</p> <p>Pateman (1975)</p> <p>Strauss and Rosenstein (1970)</p> <p>Derber (1967)</p>	-	<p><i>"[business unit CEO] is quite an advocate of web2.0 (aren't) [they], and [they] (use) wikis, and to be blunt the reason I used wikis in the first place is because of [business unit CEO]"</i> Leader P, Business Unit # 1</p> <p><i>"I don't think the people, you know the employees are crying out to see [business unit CEO] do a blog"</i> (Middle-manager C, Business Unit # 1)</p> <p><i>"and I see what a lot of people do, is you create a blog and you create a wiki, but because its new, not because, you actually need to use it because there is a need, its not about oh, what could this blog or what could this wiki do for us"</i> (Middle-manager S, Business Unit # 2)</p> <p><i>"[their] style is very different from that of [their] predecessor...[they] (strive) to be seen as much more open, much more accessible, much more prepared to talk more...to our people, I think that establishing the blog was a way of...being seen as accessible, I think it was also a way of I think, signals a difference in style, of style compared to [their] predecessor"</i> (Leader A, Business Unit # 3)</p>
Power – suppression of voice		Lukes (2005)	<p>McAfee (2006)</p> <p>van Harmelen (2007)</p>	<p><i>"we definitely screen questions to make sure that their not inappropriate"</i> (Leader C2, Business Unit # 1)</p> <p><i>"the management approach is actually to close it down as quickly as possible"</i> (Leader J, Business Unit # 3)</p>
Power – shaping preferences		Lukes (2005)	van Harmelen (2007)	<p><i>"I've seen [business unit CEO] for instance ask for questions ahead of the event, and one thing that allows of course is for [them] to select the questions to which [they'll] answer, and maybe...on occasions... a senior manager (will) bundle a set of questions into one or two, which just interestingly of course, happened to allow the [business unit CEO] to focus on exactly what [they] wanted to answer in the first place"</i> (Leader P, Business Unit # 1)</p> <p><i>"I don't know how much an individual could set the agenda"</i> (Leader J, Business Unit # 3)</p>

Dimension	Detail	Academic Perspective – Organisational Democracy	Practitioner Perspective – Enterprise2.0	Findings
Power – systematic distortion of communications		Marx		<p><i>"its almost like they're just getting a company answer rather than this is [Group CEOs] view or this is [Group CFOs] view"</i> (Middle-manager D, Business Unit # 2)</p> <p><i>"people just see it as just another media medium for management to get the message across"</i> (Leader D1, Business Unit # 2)</p> <p><i>"the way it has been used historically is...almost propaganda, people getting what they're doing...out there...so I think its misused as a channel for communications"</i> (Middle-manager G2, Business Unit # 3)</p>
Power – self-surveillance		Foucault	Hodgkinson (2007a, 2007b) Mitchell (2007)	<p><i>"if you do something silly in a blog you'll know soon enough, you just don't need someone formally telling you...its out there in the public and you can't retract it, (its) self-policing"</i> (Leader C1, Business Unit # 1)</p>
Power – pan-optican		Foucault	Mitchell (2007)	<p><i>"they changed it so you have to authenticate, you know log in...and the contribution fell off overnight, almost nothing after that, you know the odd official question...but the general chit chat, and maybe that's what they wanted"</i> (Middle-manager L, Business Unit # 1)</p> <p><i>"because you have to say who you are, people don't always ask the question they do, because they might seem to be committing suicide"</i> (Middle-manager V, Business Unit # 2)</p> <p><i>"I think...theres something about public, and clearly its public so it's a bit about being on your best behaviour because everyone is watching"</i> (Leader J, Business Unit # 3)</p>
Power – re-enforcing existing power relations - hegemony		Rothschild and Ollilainen (1999) Johnson (2006)	Mitchell (2007) Bradley (2007) Tapscott and Williams (2007)	<p><i>"[business unit CEO] still very much positions [themselves] as the person in charge, so therefore if [they] (do) get a comment on the blog, if [they] (don't) agree with it [they] can be quite sharp in the way that [they] (respond) to the person"</i> (Middle-manager C, Business Unit # 1)</p> <p><i>"gets a note back from the director...pretty much saying this is how it is, you know, we've got this in hand and others are looking after it"</i> (Middle-manager G2, Business Unit # 3)</p>

Dimension	Detail	Academic Perspective – Organisational Democracy	Practitioner Perspective – Enterprise2.0	Findings
Power Relations – use of overt and covert power by managers		Brennan (1991)	Mitchell (2007) Bradley (2007) Tapscott and Williams (2007)	<p>"I have then set up (a) dialogue 1:1 with the person, not on the blog or sometimes chatted to them on the phone to say do you get it...are we making this clear...I won't put down the phone until...they get it" (Leader C1, Business Unit # 1)</p> <p>"there was a piece of work done to...make sure that people were identified that if they were going to say something that people could be identified, and this was a request from [Group CEO]...they were pretty careful to leave the user experience the way it was, but really the only difference is that if you want to say something, you would be identified...it probably has stopped some of the more, what were, the very negative comments about [organisation]" (Middle-manager D, Business Unit # 2)</p> <p>"someone was taken aside you know to say you're spending too much time on the blogs...basically what you're putting on there is a bit much yeah, rein it in" (Leader C, Business Unit # 3)</p>
Organisational Democracy – used for political advantage		Peiperl (2001) Waldman, Atwater and Antonioni (1998)	McAfee (2006) Mitchell (2007)	<p>"there was a union guy on there who had his own axe to grind in terms of certain issues" (Middle-manager V, Business Unit # 2)</p> <p>"they are self-promoting in a respect, ooh, look at me, I am earning my keep, 100's of thousands of pounds" (Middle-manager G1, Business Unit # 3)</p> <p>"it just looked like you know it was a means to communicate with the organisation, you know that she'd done something" (Middle-manager G2, Business Unit # 3)</p>
Organisational Democracy – investing time and effort		Kaufman (2003) Thorsrud and Emery (1970)	Hodgkinson (2007a, 2007b)	<p>"building a rapport a relationship...you can do over time on line...I could go on this blog and this dialogues going on for days" (Leader C1, Business Unit # 1)</p> <p>"I don't think many people have got the time to be honest" (Worker S, Business Unit # 1)</p> <p>"I didn't know the answer frankly and I've had to go out and find out...which takes you a day or two to find the people" (Leader D1, Business Unit # 2)</p> <p>"[business unit CEO] does not have time to enter on the blog...." (Leader S, Business Unit # 3)</p>

Dimension	Detail	Academic Perspective – Organisational Democracy	Practitioner Perspective – Enterprise2.0	Findings
Organisational Democracy – need for training and development	- for managers	Walton and Schlesinger (1979) Whyte and Blasi (1982) Denton (1995)	Mitchell (2007)	<p><i>"I'm not convinced that management, senior leadership teams are ready to really use Enterprise2.0, I think, you know if you've spent 20 or 30 years working your way up the hierarchy making sure you're the person who makes the decisions, people ought to be listening to you and doing as their told, very hard to give up that, erm, of your own sort of self-worth...you know of your own self-importance in the organisation, I think Enterprise2.0...it's a leveller, or has the potential to be a leveller erm and to make that really work you have to, you can't mix it up with that culture"</i> (Middle-manager C, Business Unit # 1)</p> <p><i>"from the very beginning we coached our leaders to...be appreciative of an open question and often an open or tense question can be a sign and a sense of someone who is very highly frustrated and if answered correctly, they can become an advocate"</i> (Middle-manager S, Business Unit # 2)</p> <p><i>"I've noticed is that when people do raise things on that, that they very quickly get shut down, and that's a leadership issue I think"</i> (Middle-manager G2, Business Unit # 3)</p>
Organisational Democracy – need for training and development	- for workers	Walton and Schlesinger (1979) Pearce and Barkus (2004) Semler (1989)	Mitchell (2007)	<p><i>"I think it would be I don't know how you would persuade people that almost having a little introduction to this technology, you know not spending lots of money on training but having little just a little bit of an induction about ways you could use it"</i> (Worker L, Business Unit # 2)</p> <p><i>"I would start with training people how to weave these new methods of discussing into their day to day activity, but then...to help people how to speak up, how to raise issues"</i> (Leader J, Business Unit # 3)</p>

Dimension	Detail	Academic Perspective – Organisational Democracy	Practitioner Perspective – Enterprise2.0	Findings
Organisational Democracy – open sharing of information		Calmano (2004) Semler (1989)	Mitchell (2007) Bradley (2007) Tapscott and Williams (2007)	<p><i>"I will usually put up the dashboard, or part of the dashboard, and they are getting used to the fact that this is something people are asking me about every week, and by the way when you do this or you do that, you book your time, erm, you take on this kind of work, or don't, it has an impact, and this is how it has an impact, and I think that is actually quite an interesting thing, because people who wouldn't normally have a management angle and see their work might suddenly realise, hey I'm part of a machine that does this, and in the current world, with [organisations] problems, its not a bad idea for people to realise that their little world adds up to a bigger world which is what [organisation] is all about...tell it like it is, you know, explain, this isn't good enough, we've got to make sure this doesn't happen again, or I get clobbered, ha ha, by such and such"</i> (Leader P, Business Unit # 1)</p> <p><i>"I think the positives can be you can get access to information you may not otherwise see"</i> (Leader J, Business Unit # 3)</p>
Organisational Democracy – one-way discussion		Strauss and Rosenstein (1970) Foucault	van Harmelen (2007) Xarchos and Charland (2008)	<p><i>"you know [business unit CEO] typically is going to have something [they] (want) to get across and that's comes out in the answers as it goes along...knowing their...position on various issues like I do, you can predict the answer and its never a million miles off"</i> (Middle-manager L, Business Unit # 1)</p> <p><i>"I think the best value is in the dissemination of information"</i> (Leader C2, Business Unit # 1)</p> <p><i>"you see some of the questions and you think well they're not going to answer that and they don't"</i> (Middle-manager D, Business Unit # 2)</p> <p><i>"I'd love you just to have the balls to say actually we made a total balls up there...but they just come back and say ooh, thank you for your point its very interesting and whatever, well ok and I think that's why people don't generally raise a lot of questions, I mean certainly in my line of business we used to have a chat site...it was more questions and answers thing and everything would come back and you'd just think look you're not answering the question and people became disenfranchised with it, and I as a manager would become, just writing questions in the end writing on there saying look your answer is rubbish"</i> (Middle-manager G1, Business Unit # 3)</p>

Dimension	Detail	Academic Perspective – Organisational Democracy	Practitioner Perspective – Enterprise2.0	Findings
Organisational Democracy – neutralisation tactics by managers		Hammer, Currall and Stern (1991)	Mitchell (2007)	<p><i>"I still think people tend not to because they are not confident it is safe...people would think twice about posting certain things I would have thought"</i> (Worker S, Business Unit # 1)</p> <p><i>"I don't feel people ask the questions they desperately want, so we might be thinking them and thinking oh god who has the balls and no one does, and at the end of the call we all get back to one another and say I can't believe no one said that"</i> (Middle-manager G1, Business Unit # 3)</p> <p><i>"it is not seen as a safe channel"</i> (Middle-manager G2, Business Unit # 3)</p>
Organisational Democracy – restricted to a minority elite		Johnson (2006) Russell, Hochner and Perry (1979)	Bradley (2007) Tapscott and Williams (2007)	<p><i>"within [business unit # 2] I've found its almost as if, erm, its like were not quite part of the community"</i> (Middle-manager D, Business Unit # 2)</p> <p><i>"if you're an office waller then generally your access and your ability to participate would be fairly high, I think it would be difficult for the engineers to participate, because they don't have a login culture...and I think the drive for efficiency and effectiveness may mean that agents ability to get involved (would be limited)"</i> (Leader J, Business Unit # 3)</p>
Organisational Democracy – extent of true democracy		Pateman (1975) Arnstein (1969)	McAfee (2006) van Harmelen (2007)	<p><i>"when a person isn't engaged, when a person isn't truly interested in somebody else's opinion, it comes across very quickly is that can be more damaging than if you were putting out a controlled message not inviting a response"</i> (Middle-manager C, Business Unit # 1)</p> <p><i>"people can go back and see it, follow the chat, retrospective, in their own time and then of course choose to get involved if they want to....they can choose to get involved if they want to, or you can just read it, you can choose to go back to it when you want to and that says your as real time as anybody else in it really"</i> (Leader C1, Business Unit # 1)</p> <p><i>"being able to engage in a debate at all different layers in the organisation, you know, its much more of erm, er, whats that word when you bring everyone to the same level, you know, sort of egalitarian almost, which I think is great"</i> (Leader J, Business Unit # 3)</p>

Dimension	Detail	Academic Perspective – Organisational Democracy	Practitioner Perspective – Enterprise2.0	Findings
Organisational Democracy – success or failure		Butcher and Clark (2002) Johnson (2006) Strauss and Rosenstein (1970)	Tapscott and Williams (2007)	<p><i>"I think its another tension, you know the advice you would give, you know explaining to someone how to have a successful blog is advice that a leader probably can't follow due to time constraints and everything else, so its honesty, its erm you know making the time to view it often and respond to people personally"</i> (Middle-manager C, Business Unit # 1)</p> <p><i>"I think there is fault on both sides, you know managers, leaders and workers as to why we are not being successful"</i> (Leader C, Business Unit # 3)</p>

BACK COVER